



Nicholas

Grade 4

School

Teacher: J



Portfolio Validation Form

(Complete one for the entire portfolio)

Student Name:

SASID #:

Date: 5/6/2008

SAU #:

Student's Grade: 4

Team Statement:

The student's work evidenced in this portfolio accurately reflects typical instructional programming directed toward the specified standards.

Typical team participants may include: general education teacher, special education teacher, paraprofessional/instructional assistant, related service provider, parent, typical peer, etc.

Instructional Team Signatures:

> Name:

Position: Parent

Contribution to Portfolio: Participate in portfolio process

> Name:

Position: Principal

Contribution to Portfolio: reviewed portfolio

> Name:

Position: Special Education Director

Contribution to Portfolio: Supervise portfolio process

> Name:

Position: Grade 4 Teacher

Contribution to Portfolio: Write, implement, and oversee objectives, create material, collect data, supervise and build

> Name:

Position: 1:1 Instructional Aide

Contribution to Portfolio: Implement objectives, create material, collect data, build portfolio.

> Name:

Position: Special Education Teacher

Contribution to Portfolio: Write, implement and oversee objectives, create material, collect data, build and supervise

> Name:

Position: Occupational Therapy

Contribution to Portfolio: Implement objectives, collect data.

> Name:

Position:

Contribution to Portfolio:

Statement of School Principal/General Curriculum Supervisor:

I verify that I have reviewed the portfolio of (student): Nicholas
and have found it to be complete and ready for submission to Statewide Assessment.

, in Grade 4

Principal's Signature:

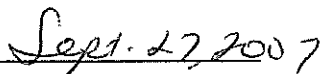
Date: 5-6-08

Video, Audiotape, and Photo Permission Form

I give permission for the school to take pictures, video, or audiotape my son/daughter, Nicholas Looney. I understand that this will be included in my son/daughter's state assessment and will be used for educational purposes only.



Parent/Guardian Signature




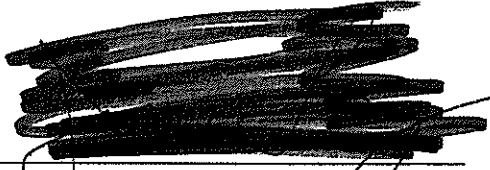

Date

Parent/Guardian Portfolio Review Statement

Name of Child: Nicholas

I, , have reviewed my child's work that is contained in this portfolio. My child's teacher, , has actively engaged me in this review process and has explained the contents of my child's portfolio appropriately. I believe this portfolio does/does not (circle one) reflect my child's current level of progress.

Comments:

<u>5/6/08</u>		
Date	Parent/Guardian Signature	
<u>5/6/08</u>		
Date	Teacher Signature	

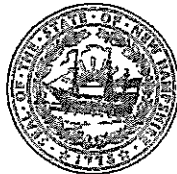
Schools are responsible for seeking parent/guardian review of the completed portfolio. If the school is unable to obtain parent/guardian review of the portfolio and signature, the school must document all attempts to obtain this review, and a school representative must sign below.

Date

Signature and Title

Documentation of attempts to obtain review and signature must be kept in the school records.

Dr. Lyonel B. Tracy
COMMISSIONER
Tel. 603-271-3144



STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

Informed Consent and Permission to Use Portfolio Materials for Training Purposes

Dear Parent or Guardian:

Materials from the New Hampshire Alternate Assessment portfolio submitted for your child Nicholas might be selected to be included in the Teacher Training Manual. This material may also be used for future manuals or other materials designed for training purposes. If chosen, the selection recognizes effort made by your child and the efforts of the lead implementor responsible for compiling the evidence for the New Hampshire Alternate Assessment. Before we can include your child's material, we require your permission. Please review the permission form below and sign in the designated place to indicate your decision regarding use of your child's material.

I, _____, am the parent or legal guardian of Nicholas. In this capacity, I grant the New Hampshire Department of Education permission to use the following material(s) from my child's New Hampshire Alternate Assessment portfolio.

Please check to indicate your consent for each individual type of portfolio evidence:

- ☒ paper products (personal identifiable information such as last names, school name, etc., will be removed)
- ☒ pictures (face will be blanked out)
- ☒ audiotapes
- ☒ videos

☐ I do not give consent.

I acknowledge this material can be used for the express purpose of training other educators, parents, or related service providers to either compile or score an alternate assessment portfolio.

Signature of Parent/Guardian

Date

10/15/07

My name is Nicholas.

I live in :

I am in 4th grade.

I like gym.

I am in The Play The

Wizard of Oz.

I am Uncle Henry.

Nicholas

Sensory Access Form: Student Learning & Communication

The information captured in this document is important and will help us to learn useful information about the needs of students who take the alternate assessment. Please take care to answer the questions below thoughtfully.

Student Name: Nicholas

Date: 10/17/2007

Student SASID Number:

Age: 10

Grade: 4

1. Means of Comprehension of Instruction

A. How does this student **receive/understand** information/instruction? (Check **All** that apply)

Visually?

☒ Yes ☐ No ☐ Don't Know

If yes, does student show understanding of what is seen?

☒ Yes ☐ No ☐ Don't Know

Auditorily?

☒ Yes ☐ No ☐ Don't Know

If yes, does student show understanding of what is heard?

☒ Yes ☐ No ☐ Don't Know

Physically (through touch)?

☒ Yes ☐ No ☐ Don't Know

If yes, does student recognize what is felt?

☒ Yes ☐ No ☐ Don't Know

Other? (please list):

The student needs repetition and rephrasing.

2. Means of Expression of Learning

How is this student able to *express* learning? For each item below, mark only one column as follows:

- Column 1: Mark this column if the student is able to and does express information in this way, even if rarely.
 Column 2: Mark this column if the student is able to use this means of expression but is never observed using it.
 Column 3: Mark this column if the student *is not* able to use this means of expression at all.
 Column 4: Mark this column if you do not have enough information to make this judgment.

Means of Expression	1 Yes, he/she can and does do this with frequency of: 4 = Usually 1 = seldom	2 Yes: He/she can but does not	3 No: He/she cannot do this.	4 Don't Know
Moves limb, head, or body part (includes movement to activate a switch)	<input checked="" type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know
Vision (eye-points, blinks, etc)	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know
Points with finger or hand	<input checked="" type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know
Student gestures or signs single words	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know
Student gestures or signs a few words together/phrases	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	<input type="radio"/> Yes	<input checked="" type="radio"/> No	<input type="radio"/> Don't Know
Student gestures or signs complete sentences	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	<input type="radio"/> Yes	<input checked="" type="radio"/> No	<input type="radio"/> Don't Know
Vocalizes sounds or parts of words	<input checked="" type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know
Speaks single-words	<input checked="" type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know
Speaks a few words together/phrases	<input checked="" type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know
Speaks in complete sentences	<input checked="" type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know
Student "writes" in any form, (i.e. produces, or selects and organizes: words, pictures, or other symbols or objects):				
Writes single-words	<input checked="" type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know
Writes a few words together/phrases	<input type="radio"/> 4 <input type="radio"/> 3 <input checked="" type="radio"/> 2 <input type="radio"/> 1	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know
Writes in complete sentences	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	<input type="radio"/> Yes	<input checked="" type="radio"/> No	<input type="radio"/> Don't Know

Means of Expression

Continued.

1	2	3	4
Yes, he/she can and does do this with frequency of:	Yes: He/she can but does not	No: He/she cannot do this.	Don't Know
4 = Usually 1 = seldom			

Forms of Writing Used

- | | | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|-------------------------|--------------------------------------|-------------------------------------|----------------------------------|
| Student writes by hand | <input checked="" type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Don't Know |
| Student writes by word processor | <input type="radio"/> 4 | <input type="radio"/> 3 | <input checked="" type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Don't Know |
| Student writes using word prediction software | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Don't Know |
| Writes using picture formatted adaptive device | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Don't Know |
| Writes using single-word formatted adaptive device | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> Don't Know |
| Writes using adaptive device formatted in phrases or sentences | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> Don't Know |
| Writes using adaptive device formatted in complete sentences | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> Don't Know |
| Student draws | <input type="radio"/> 4 | <input checked="" type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Don't Know |
| Manipulates objects | <input checked="" type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Don't Know |
| Manipulates photos | <input checked="" type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Don't Know |
| Manipulates concrete symbols or line drawings created for him/her | <input checked="" type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Don't Know |
| Other (please list): | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Don't Know |

3. Supports

A. Does the student need supports to *receive* information in one or more sensory modalities?

☒ Yes ☐ No ☐ Don't Know

B. Does the student need supports to *express* information in one or more sensory modalities?

☒ Yes ☐ No ☐ Don't Know

C. Below, Please Check *all* the supports currently used with the student to help them *receive* or *express* information: (List specific technologies used as appropriate)

<u>Type of Support</u>	<u>Check if Used</u>	<u>Specific Technology Used</u>
Visual and/or Tactile Supports		
Corrective lenses (e.g., glasses or contact lenses)	<input checked="" type="checkbox"/>	eyeglasses
Large-print text (note font and size.)	<input checked="" type="checkbox"/>	Century Gothic - font 12-16
Magnification or other optical aids	<input type="checkbox"/>	
Reduction in visual complexity/blocking	<input checked="" type="checkbox"/>	modified sheets, fewer words on page
Color coding/contrasting	<input type="checkbox"/>	
Braille (uncontracted or contracted?)	<input type="checkbox"/>	
Use of Braille	<input type="checkbox"/>	
Use of tactile graphics	<input type="checkbox"/>	
Abacus	<input type="checkbox"/>	
Manipulatives (describe types)	<input type="checkbox"/>	
Reduction in tactile complexity/limited touch, contact	<input checked="" type="checkbox"/>	folded partition
Auditory Supports		
Amplification	<input type="checkbox"/>	
Auditory feedback	<input type="checkbox"/>	
Reduction in noise complexity/blocking	<input type="checkbox"/>	
Physical Supports		
Adaptive seating/positioning of student	<input checked="" type="checkbox"/>	floor seat
Wheelchair/mobility aid	<input type="checkbox"/>	
Adaptive Positioning of materials	<input checked="" type="checkbox"/>	slant board
Short Sessions to Reduce Fatigue	<input checked="" type="checkbox"/>	20 minute work sessions with breaks

<u>Type of Support</u>	<u>Check if Used</u>	<u>Specific Technology Used</u>
Communication Supports		
Sign language/finger spelling	<input type="checkbox"/>	
Voice output communication aid (augmentative communication device)	<input type="checkbox"/>	
Point to symbols, words, etc.	<input type="checkbox"/>	
Eye-point to symbols, words, etc.	<input type="checkbox"/>	
Blink	<input type="checkbox"/>	
Tactile sign	<input type="checkbox"/>	
Touch screen	<input type="checkbox"/>	
Scanning (switch, visual, auditory)	<input type="checkbox"/>	
Switch	<input type="checkbox"/>	
Voice recognition software	<input type="checkbox"/>	
Physical assistance (describe assist)	<input type="checkbox"/>	
Other communication response support	<input type="checkbox"/>	
Objects with text	<input type="checkbox"/>	
Photos with text (and/or picture exchange communication program)	<input checked="" type="checkbox"/>	daily visual schedule
Pictures/line-drawing with text	<input type="checkbox"/>	
Text (words, letters)	<input type="checkbox"/>	
Literacy Supports		
Adapted reading software	<input checked="" type="checkbox"/>	Rosetta Stone
Modified text	<input checked="" type="checkbox"/>	teacher created materials
Adapted writing software	<input checked="" type="checkbox"/>	Boardmaker/Inspiraiaon/Kidspiration
Adapted writing utensil	<input checked="" type="checkbox"/>	markers
Adaptive keyboard	<input type="checkbox"/>	
Other Supports (please list):	<input checked="" type="checkbox"/>	Sun Sprouts reading series -levels Kiwi and Mint

End of Sensory Access Form

NH Alternate Assessment 2007-2008

Nicholas' Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:15 Regular Ed. Classroom Word Work Teacher/1:1 Aide	8:30-9:15 Regular Ed. Classroom Word Work/Writing OT Therapist	8:30-9:15 Regular Ed. Classroom Reading Teacher/1:1 Aide	8:30-9:15 Regular Ed. Classroom Reading Teacher/1:1 Aide	8:30-9:15 Special Ed. Room Physical Therapy PT Therapist
9:15-10:00 OT Room Occupational Therapy OT Therapist	9:15-10:00 Regular Ed. "Special" Gymnasium/PE Class Teacher/PT Therapist	9:15-10:00 Regular Ed. Classroom Math Teacher/1:1 Aide	9:15-10:00 Regular Ed. Classroom Math Teacher/1:1 Aide	9:15-10:00 Regular Ed. Classroom Math Teacher/1:1 Aide
10:00-10:25 Snack/Recess 1:1 Aide	10:00-10:25 Snack/Recess 1:1 Aide	10:00-10:25 Snack/Recess 1:1 Aide	10:00-10:25 Snack/Recess 1:1 Aide	10:00-10:25 Snack/Recess 1:1 Aide
10:25-11:10 Resource Room Reading Special Ed. Teacher	10:25-11:10 Resource Room Reading Special Ed. Teacher	10:25-11:10 Resource Room Reading Special Ed. Teacher	10:25-11:10 Resource Room Reading Special Ed. Teacher	10:25-11:10 Resource Room Reading Special Ed. Teacher
11:10-11:55 Regular Ed. "Special" Computer Lab Computer Teacher/1:1 Aide	11:10-11:55 Regular Ed. "Special" Regular Ed. Classroom Health/ Guidance Teacher/1:1 Aide	11:10-11:55 Regular Ed. Classroom Reader's Workshop Teacher/OT Therapist	11:10-11:55 OT Room Occupational Therapy OT Therapist	11:10-11:30 Regular Ed. Classroom Reading Teacher/1:1 Aide
11:55-12:40 Cafeteria Lunch/Recess Special Ed. Aide	11:55-12:40 Cafeteria Lunch/Recess Special Ed. Aide	11:55-12:40 Cafeteria Lunch/Recess Special Ed. Aide	11:55-12:25 Lunch Bunch SLP/Guidance Teacher 12:25 – 12:40 1:1 Aide	11:55-12:40 Cafeteria Lunch/Recess Special Ed. Aide
12:40-1:10 Reg. Ed. Classroom Homework Folders/Logs Teacher/1:1 Aide	12:40-1:10 Special. Ed Room Speech Articulation SLP	12:40-1:00 Regular Ed. Classroom Content/Guid. Reading Teacher/1:1 Aide	12:40-1:10 Special Ed. Room Speech Articulation SLP	12:40-1:10 Regular Ed. Classroom Catch-Up Teacher/1:1 Aide
1:10-2:00 Regular Ed. Classroom Math Teacher/1:1 aide	1:10-2:00 Regular Ed. Classroom Math Teacher/1:1 Aide	1:10-2:00 Regular Ed. Classroom Content/Guid. Reading Teacher/1:1 Aide	1:15-2:00 Regular Ed. "Special" Gymnasium/PE Class Teacher/1:1 Aide	1:15-2:00 Regular Ed. "Special" Art Room/Art Teacher/OT Therapist
2:00-2:45 Regular Ed. Classroom Writer's Workshop Teacher/1:1 Aide	2:15-2:45 Speech Therapy Room Speech SLP	2:00-2:45 Regular Ed. "Special" Music Teacher/1:1 Aide	2:00-2:45 Resource Room Reading 1:1 Aide	2:00 – 2:45 Regular Ed. Classroom Writer's Workshop Teacher/1:1 Aide
2:45 – 2:50 Regular Ed. Classroom Dismissal Teacher/1:1 Aide	2:45 – 2:50 Speech Therapy Room Dismissal SLP/1:1 Aide	2:45 – 2:50 Regular Ed. Classroom Dismissal Teacher/1:1 Aide	2:45 – 2:50 Regular Ed. Classroom Activity/Dismissal Teacher/1:1 Aide	2:25 – 2:50 Regular Ed. Classroom Dismissal Teacher/1:1 Aide

Yellow: Regular Education Setting with Regular Ed Teacher, Specialist and/or 1:1 Aide

Green: Special Education Setting with Special Ed teacher, Specialist and/or 1:1 Aide

Entry Cover Sheet #1
Reading Required
(Grades 2, 3, 4, 5, 6, 7 and 10)

Student Name: Nicholas

SASID #

SAU #

Grade: 4

Content Standard:

Student will demonstrate the interest and ability to read age/grade-appropriate materials fluently, with understanding and appreciation.

Student Performance and Progress: ONE Measurable Targeted Skill:

After "reading" a text, Nicholas will answer comprehension questions with 80% accuracy.

Explain how the targeted skill is connected to the Content Standard:

The goal of "reading" text and answering comprehension questions is connected to the Content Standard 1 because it will demonstrate the student's ability to read appropriate material fluently, with understanding and appreciation.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period. Pg. 14

Collection period I - September 17 - November 16, 2007

Two Student Work Samples Pgs. 15, 18

One Self-Determination Worksheet connected to one of the Work Samples Pg. 17

Collection Period II - November 19, 2007 - February 1, 2008

Two Student Work Samples Pgs. 20, 23

One Self-Determination Worksheet connected to one of the Work Samples Pg. 22

Collection Period III - February 4 - April 18, 2008

Two Student Work Samples Pgs. 25, 27

One Self-Determination Worksheet connected to one of the Work Samples Pg. 30

The following information must be recorded directly on each piece of evidence:

- * Student's name and date of activity
- * Accuracy of performance
- * Cues, prompts or other assistance required by the student to complete the task
- * Setting in which the activity occurred
- * People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

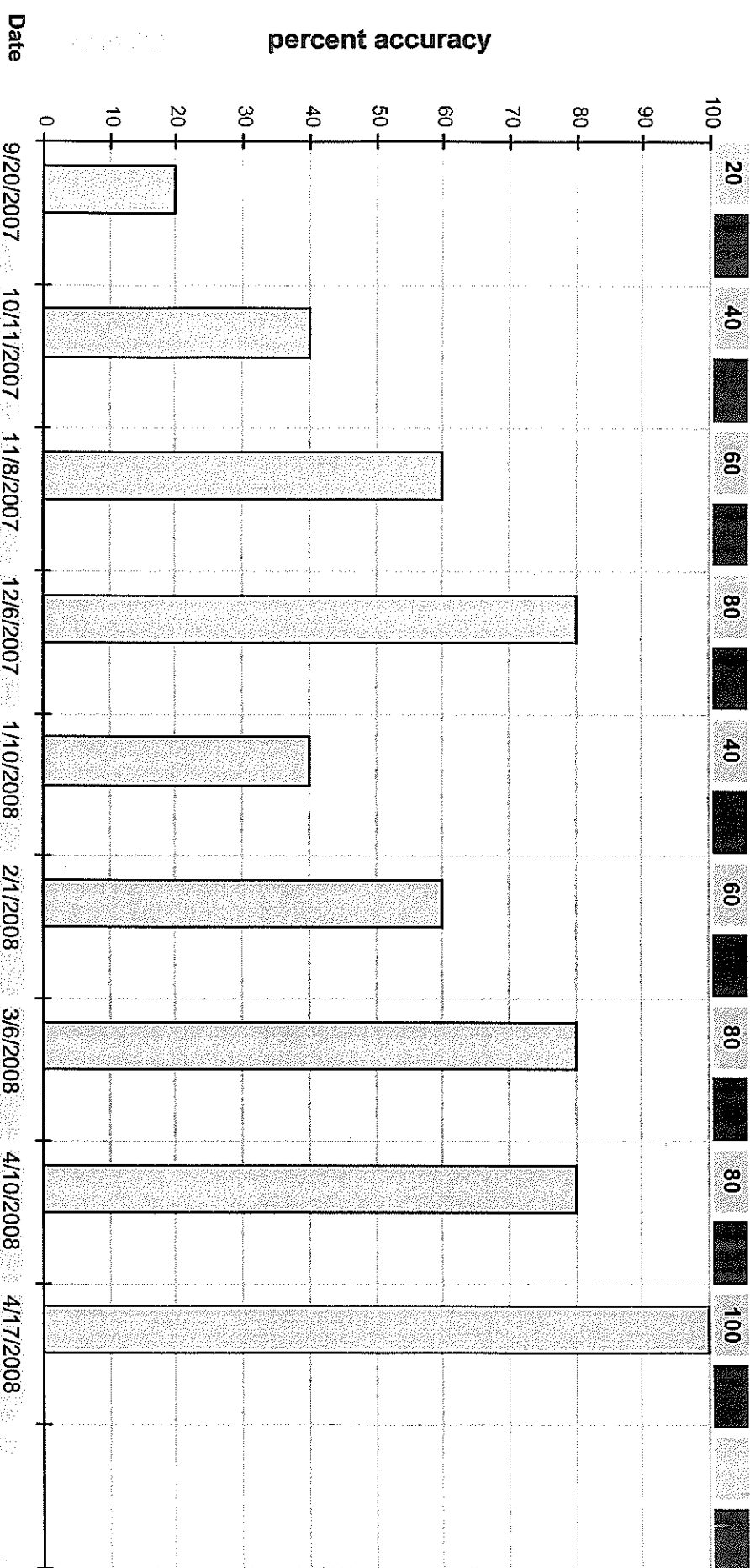
Student Name: Nicholas

SASID #

SAU #

Grade: 4

Reading Required: Show Comprehension with 80% Accuracy



Brief Description of Data

Nicholas read the book "6 Little Chicks".	He answered 1 of 5 questions correctly.
Nicholas read the book "I Am An Apple".	He answered 2 of 5 questions correctly.
Nicholas read the book "Bossy and Wag".	He answered 3 of 5 questions correctly.
Nicholas read the book "Friends".	He answered 4 out of 5 questions accurately.
Nicholas read the book "Caterpillar to Ladybug".	He answered 2 of 5 questions correctly.
Nicholas read the book "Caterpillar to Ladybug".	He answered 3 of 5 questions correctly.
Nicholas read the book "Abe Lincoln".	He answered 4 of 5 questions correctly.
Nicholas read the book "Not Too Many".	He answered 4 of 5 correctly.
Nicholas read his own story from the beginning of the year called "My Vacation".	He answered 5 of 5 questions correctly.

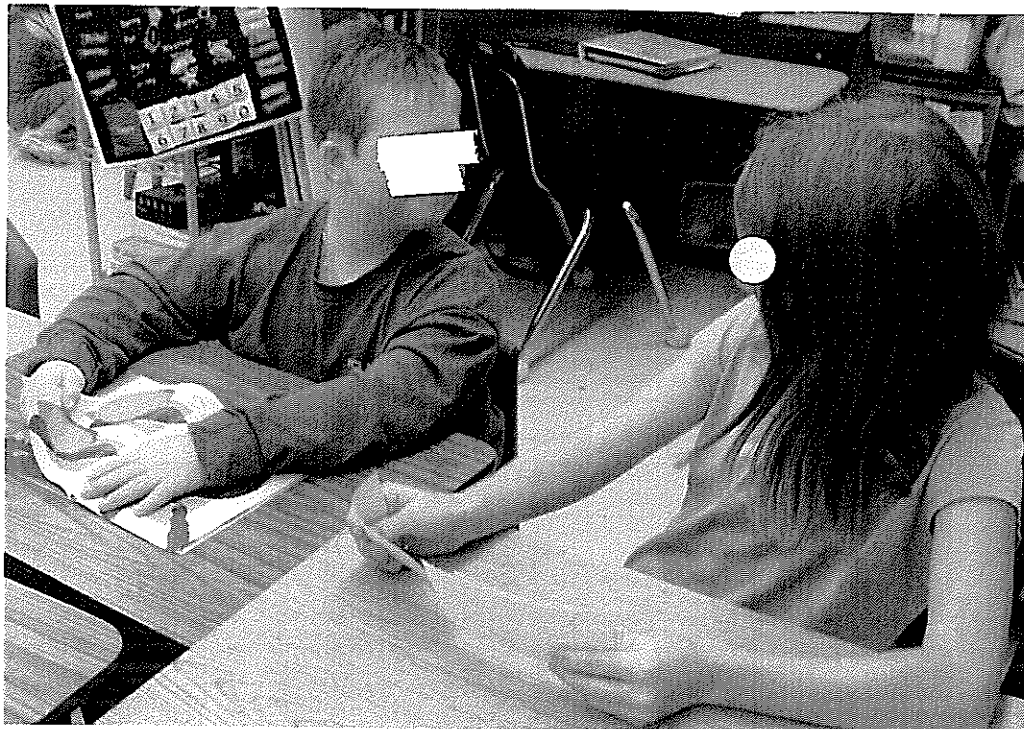
Key

percent accuracy

Comments:

Nicholas read a book independently, with an adult, or with a friend. Data was collected each time using the questions "Who, What, When, Where, Why?" Answers varied from being written, dictated, or verbalized.

WORK SAMPLE # 1



Student Work Sample Label

Attach to Work Sample

Student Name: Nicholas

Date: 10/11/2007

Content Area: Reading 1

Work Sample: 1

Data Collection Period:

I

Setting: General Education: Science & Social Studies

Activity Description:

The regular education teacher taught the class about apple orchards. Nicholas read the book *I Am an Apple* with typical peer. Using 5 W flashcards (Who, What, When, Where, Why), Nicholas verbalized the answers to show comprehension of the story.

Student's Performance Relative to the Targeted Skill:

Nicholas answered +2/5 questions showing 40% accuracy.

Supports:

Modified text and typical peer to assist with reading.

Data Collection
Reading 1
Work Sample: 1
Data Collection Period: 1

<u>I</u> <u>Am</u> <u>an</u> <u>Apple</u>		10/11/07
Who	✱	
What	X	
When	X	
Where	✱	+2/5 (40%)
Why	X	

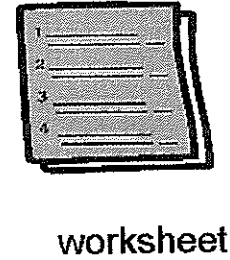
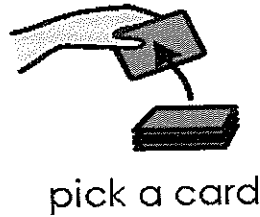
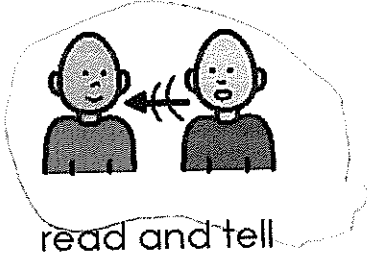
Activity: "Pick a friend"

Self-Determination Sheet
Reading required who what when
Data Collection Period: (1) 2 3

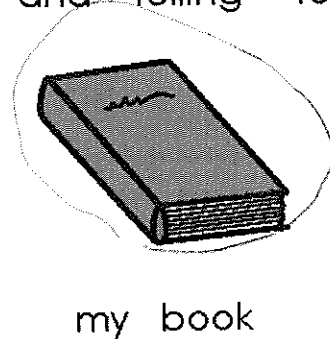
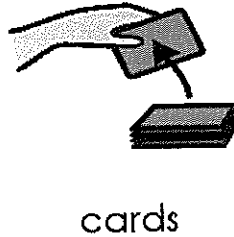
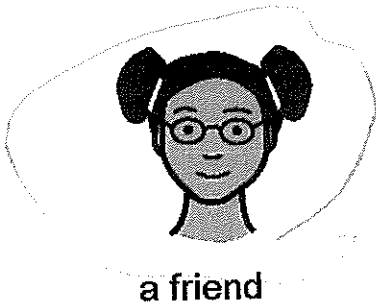
Work Sample: (1) 2

Name Nicola Date 10/11/07

How will I practice retelling my book today?



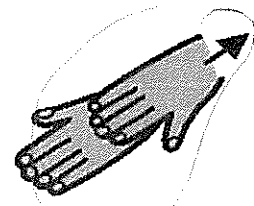
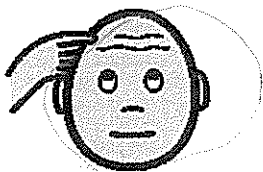
What do I need to practice my reading and telling today?



How did I do today?

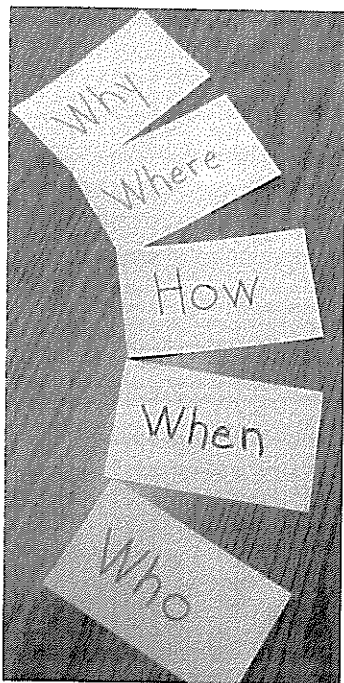


Next time I can tell more about my story by



The student read each Self-Determination sheet with support and circled choices independently.

WORK SAMPLE # 2



Student Work Sample Label	
<i>Attach to Work Sample</i>	
Student Name: Nicholas	Date: 11/8/2007
Content Area: Reading 1	
Work Sample: 2	
Data Collection Period: I	Setting: General Education: Reading
Activity Description: Nicholas read the book Bossy and Wag with typical peer. Using 5 W flashcards, (who, what, when, where, and why), Nicholas verbalized the answers to show comprehension of the story.	
Student's Performance Relative to the Targeted Skill: Nicholas answered +3/5 questions showing 60% accuracy.	
Supports: Modified text and typical peer to assist with reading.	

Data Collection
Reading 1
Work Sample: 2
Data Collection Period: 1

Bossy and Wag

11/8/07

Who ~~X~~

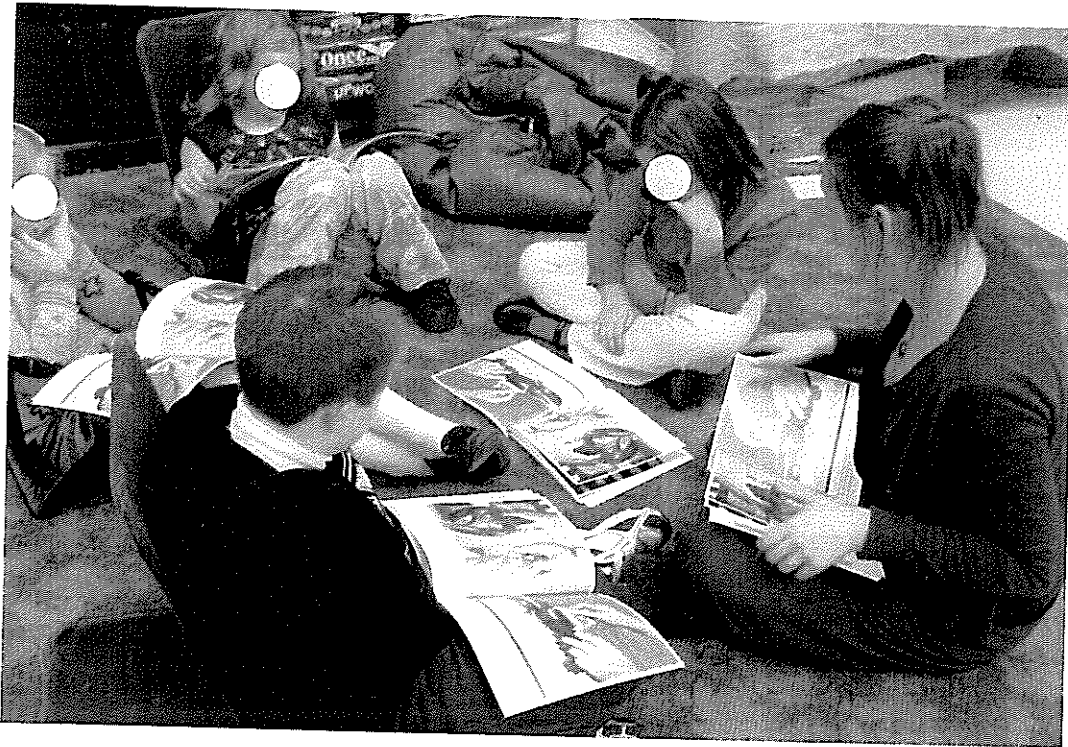
What ~~X~~

When X

Where ~~X~~

Why X

$\frac{3}{5}$ (60%)

WORK SAMPLE # 1**Student Work Sample Label***Attach to Work Sample***Student Name:** Nicholas**Date:** 11/30/2007**Content Area:** Reading 1**Work Sample:** 1**Data Collection
Period:**

II

Setting: General Education: Social Studies**Activity Description:**

Nicholas participated in a guided reading group of typical peers with the regular classroom teacher to read the book *Lobster Boat*. During and after the story, the regular classroom teacher asked questions to the students. Nicholas was asked who, why, and when questions about the story.

Student's Performance Relative to the Targeted Skill:

Nicholas demonstrated 66% accuracy in answering +2/3 questions about the story.

Supports:

Small group, regular classroom teacher prompted Nicholas to use pictures to answer, typical peer to model reading in group.

Data Collection
Reading 1
Work Sample: 1
Data Collection Period: II

Lobster Boat

11/30/07

Who *

What *

Where X

+2/3 (66%)

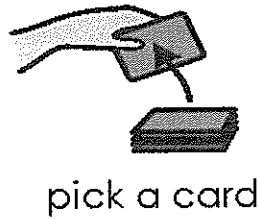
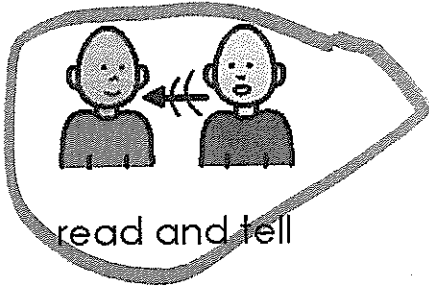
Activity: *Letter book*

Data Collection Period: 1, 2, 3

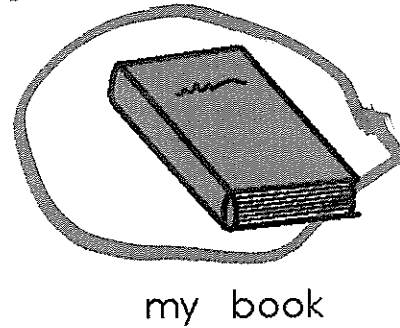
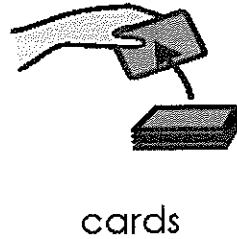
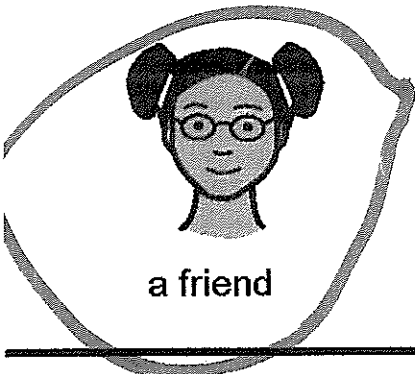
Name NICHOLAS

Date 11/30/00

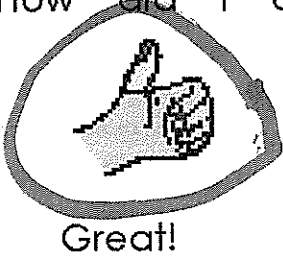
How will I practice who, what, when, where, why, and how today?



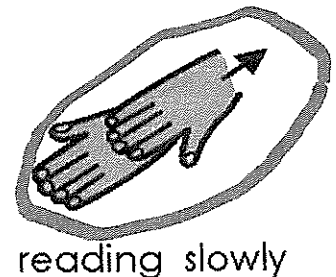
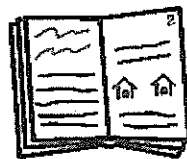
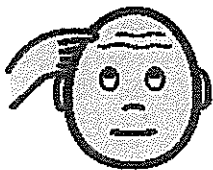
What do I need to practice my reading and telling today?



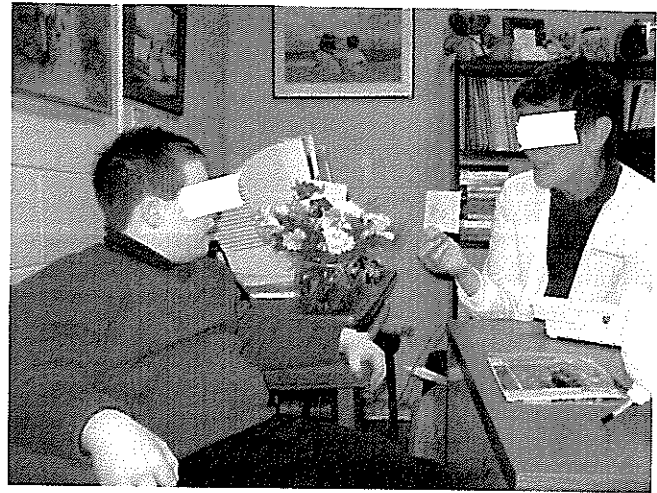
How did I do today?



Next time I can tell more about my story by



WORK SAMPLE # 2



Student Work Sample Label	
<i>Attach to Work Sample</i>	
Student Name: Nicholas	Date: 12/21/2007
Content Area: Reading 1	
Work Sample: 2	
Data Collection Period: II	Setting: General Education: Nurse's Office
Activity Description: <p>Nicholas practiced reading his book titled Bump with the school nurse. Nicholas had his 5 W cards (who, what, when, where, why) with him. After reading the story, Nicholas picked one card at a time from the pile and gave it to the nurse. The nurse formed a question about the story based on the W card for Nicholas to answer.</p>	
Student's Performance Relative to the Targeted Skill: <p>Nicholas demonstrated 80% accuracy in answering +4/5 W cards correctly (who, what, where, why).</p>	
Supports: <p>Teacher created 5W cards (who, what, when, where, why), Special Education Teacher to support reading.</p>	

Data Collection
Reading 1
Work Sample: 2
Data Collection Period: II

Bump

12/21/07

Who ✱

What ✱

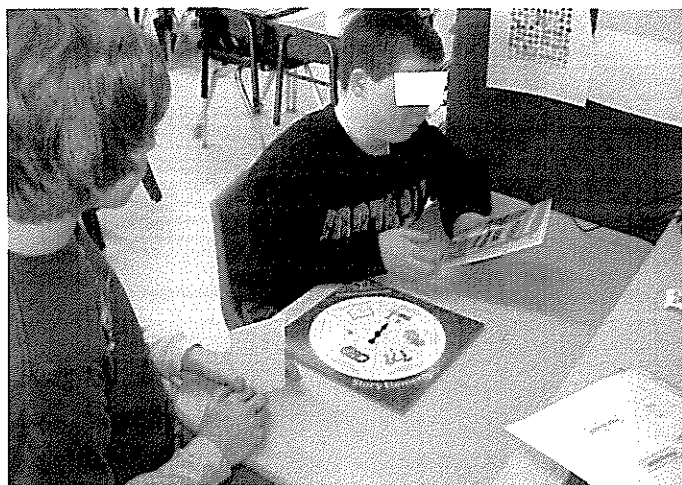
+4/5 (80%)

When X

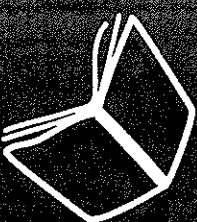
Where ✱

Why ✱

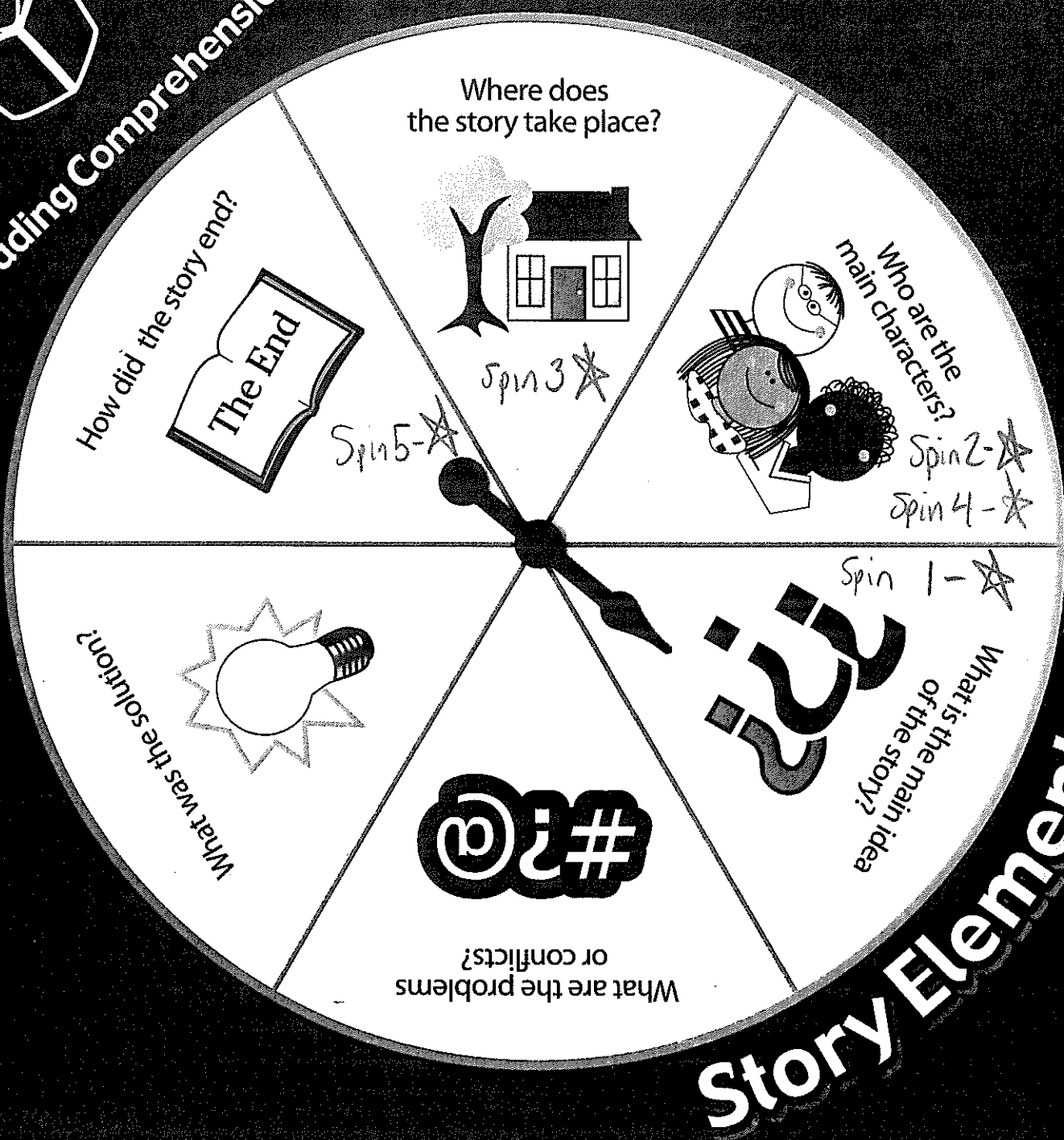
WORK SAMPLE # 1



Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name: Nicholas	Date: 3/13/2008
Content Area: Reading 1	
Work Sample: 1	
Data Collection Period: III	Setting: General Education: Reading
Activity Description: Nicholas chose to read an environmental print book called Signs All Around to his classmates. He then chose a classmate to work with to use the 5W Spinner to answer Who, What, When, Where, Why questions which were asked by the typical peer.	
Student's Performance Relative to the Targeted Skill: 100% accuracy in answering +5/5 questions.	
Supports: Typical peer classmates to read to, typical peer to frame 5W questions, 5W Spinner card.	



Reading Comprehension



Story Elements

5 Spins/questions noted above

100% answering questions to
Signs All Around

3/13/08.

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Nicholas

Date: 3/28/2008

Content Area: Reading 1

Work Sample: 2

**Data Collection
Period:**

III

Setting: General Education: 3rd & 4th Grade Wax Museum Presentation

Activity Description:

All students in Grades 3 & 4 did a biography book project. The regular classroom teacher chose a version of a book about Abe Lincoln for Nicholas to read. Using a 5W sentence builder template, Nicholas used the 5 W template to show comprehension in each sentence for his speech. Nicholas read his speech to various parents, typical peers, and teachers who visited the presentation.

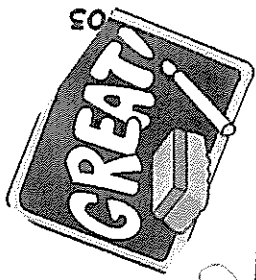
Student's Performance Relative to the Targeted Skill:

100% accuracy in reciting who, what, when, where, and why in his speech from the notecard.

Supports:

Modified text, highlighted tape in text, 1:1 aide, 5W template to build comprehension sentences.

+5/5 (dictated)



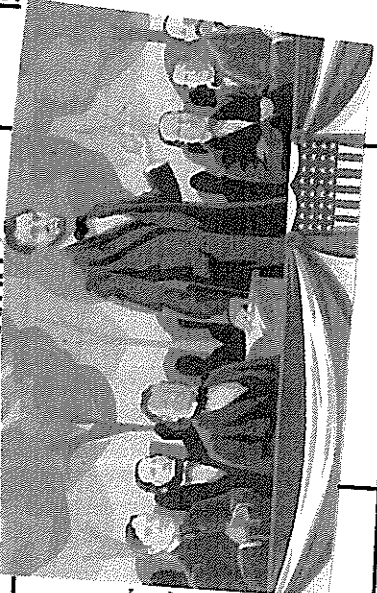
Sentence Builder

Name

Nicholas

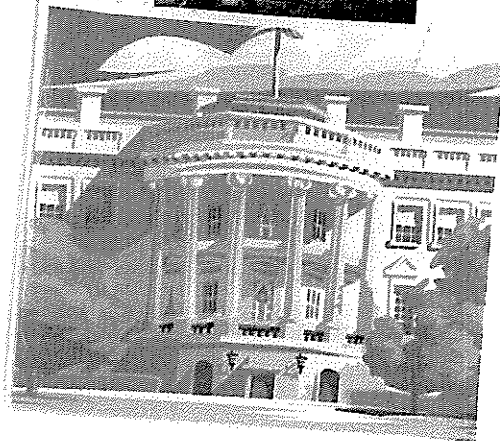
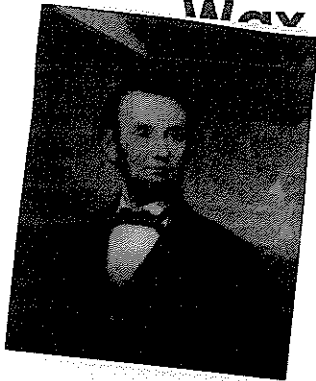
Date

6/4/09

When	Who	Is Doing What	Where	Why
1860		Lived	white house	president

In 1860 President Lincoln lived in the white house because he was President

Actual card Nicholas used in his May Museum presentation about



On 2/12/1809 Abraham Lincoln was born in a log cabin. In 1842 Lincoln married Mary Todd and had four sons. In 1860 Lincoln lived in the Whitehouse because he was President.

Activity: Wax museum

Self-Determination Sheet
Reading required who what when

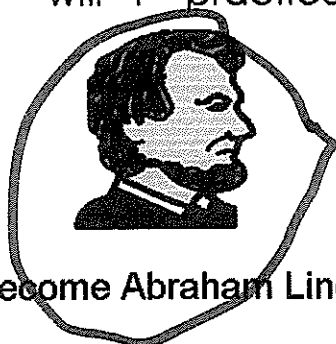
Work Sample: 1 (2)

Data Collection Period: 1 2 (3)

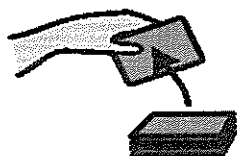
Name NICHOLAS

Date 3/28/08

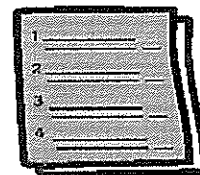
How will I practice who, what, when, where, why, and how today?



become Abraham Lincoln

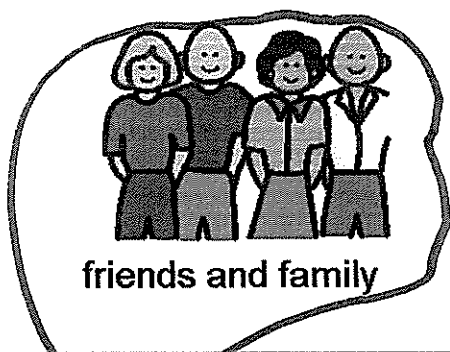


pick a card

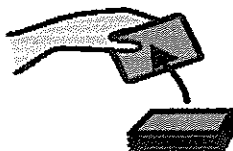


worksheet

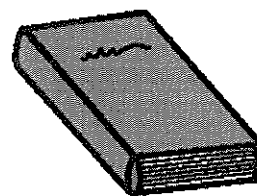
What do I need to practice my reading and telling today?



friends and family



cards



my book

How did I do today?



Great!

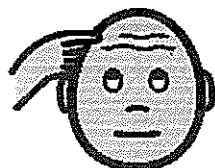


ok



I can do better

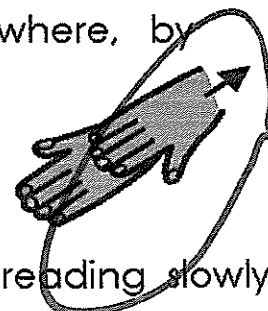
Next time I can tell more about who, what, when, where, by



thinking about the story



look at the pictures



reading slowly

The student read each Self-Determination sheet with support and circled choices independently.

Entry Cover Sheet #2
Reading Choice
(Grades 2, 3, 4, 5, 6, 7 and 10)

Student Name: Nicholas **SASID #** **SAU #** **Grade:** 4

Content Standard:

Content Standard 7: Read environmental print/symbols in a variety of settings.

Student Performance and Progress: ONE Measurable Targeted Skill:

Nicholas will read environmental print and/or symbols in a variety of settings with 80% accuracy.

Explain how the targeted skill is connected to the Content Standard:

Reading environmental print and/or symbols in a variety of settings demonstrates competence in reading by showing that the student can read environmental print and/or symbols in a variety of settings.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period. Pg. 32

Collection period I - September 17 - November 16, 2007

Two Student Work Samples Pgs. 33, 36
One Self-Determination Worksheet connected to one of the Work Samples Pg. 35

Collection Period II - November 19, 2007 - February 1, 2008

Two Student Work Samples Pgs. 38, 42
One Self-Determination Worksheet connected to one of the Work Samples Pg. 41

Collection Period III - February 4 - April 18, 2008

Two Student Work Samples Pgs. 44, 48
One Self-Determination Worksheet connected to one of the Work Samples Pg. 47

The following information must be recorded directly on each piece of evidence:

- * Student's name and date of activity
- * Accuracy of performance
- * Cues, prompts or other assistance required by the student to complete the task
- * Setting in which the activity occurred
- * People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

Environmental Print and/or Symbols

Print/ Symbol	Data Collection Period 1			Data Collection Period 2			Data Collection Period 3		
	09/27/07	10/19/07	11/14/07	11/26/07	12/11/07	01/18/08	02/19/08	03/07/08	04/18/08
Quiet! Students at work! Thank You!									+
Automatic Door									+
In/Out									+
Wet Floor									+
Buckle Up									+
PUT LITTER IN BINS								+	+
SLOW								+	+
USE HAND RAIL								+	+
NO FOOD OR DRINKS								+	+
No Pets								+	+
NO SWIMMING							+	+	+
BIKE XING							-	+	+
NO BICYCLES							+	+	+
EMERGENCY							+	-	+
FIRE EXTINGUISHER							-	+	+
NO TRESPASSING						-	-	-	+
PRIVATE						-	-	+	+
ENTRANCE						-	-	-	+
PULL						+	+	+	+
PUSH						-	+	+	+
COMPUTER					-	+	+	+	+
NURSE					-	+	+	+	+
OFFICE					-	+	+	+	+
CUSTODIAN					-	+	+	-	-
BOILER					-	-	+	+	+
LIBRARY					+	+	+	+	+
MUSIC					+	+	+	+	+
WOMEN				-	+	+	+	+	+
DON'T WALK				-	+	+	+	+	+
WHEELCHAIR				+	+	+	+	+	+
DANGER				-	-	+	+	+	+
PED CROSSING				-	+	-	-	-	+
HOSPITAL			+	+	+	+	+	+	-
PHONE			+	+	+	+	+	+	+
MEN			+	+	+	+	+	+	+
DO NOT ENTER			+	+	+	+	+	+	+
CAUTION			-	-	+	+	+	-	-
FIRE DEPT		-	+	+	+	+	+	+	+
POLICE		+	+	+	+	+	+	+	+
RAILROAD CROSSING		-	-	+	+	+	+	+	+
SCHOOL CROSSING		+	+	+	+	+	+	+	+
STOP		+	+	+	+	+	+	+	+
POISON	-	+	+	+	+	+	+	+	+
EXIT	+	+	+	+	+	+	+	+	+
KEEP OUT	-	+	+	+	+	+	+	+	+
RESTROOMS	-	+	+	+	+	+	+	+	+
DON'T WALK	-	+	+	+	+	+	+	+	+
Total Score	1/5	8/10	13/15	15/20	21/27	26/32	31/37	36/42	44/47
% Accurate	20%	80%	87%	75%	78%	81%	84%	86%	94%
Description of Data	Flashcards	Flashcards	Flashcards	Flashcards	Flashcards	Flashcards	Flashcards	Flashcards	Flashcards

Key

(+) = Identified the environmental print and/or symbols correctly

(-) = Identified the environmental print and/or symbols incorrectly

WORK SAMPLE # 1



Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name: Nicholas	Date: 10/11/2007
Content Area: Reading 2	
Work Sample: 1	
Data Collection Period: I	Setting: Special Education: Elementary Resource Room
Activity Description: Nicholas completed an environmental print worksheet by first reading the environmental print and then matching it with the environmental print picture and/or word.	
Student's Performance Relative to the Targeted Skill: 60% accuracy in reading +3/5 environmental print.	
Supports: Special Education Teacher, Special Education Teacher created worksheet.	

Name Nicholas

Date 10/11/07

Match the Word with the Picture

don't walk

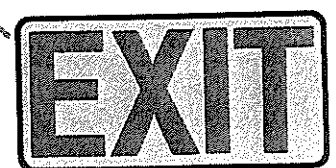
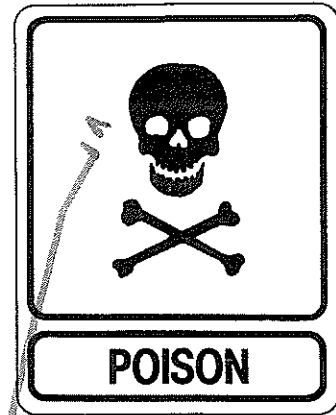


• restrooms

exit

keep out

• poison



* Misread 'poison' +
"restrooms" - read
correctly after cuing

+ $\frac{3}{5}$ indep
60%

Activity:

SELF-DETERMINATION SHEET
Reading Choice Environmental print

Work Sample: ① 2

Data Collection Period: ① 2 3

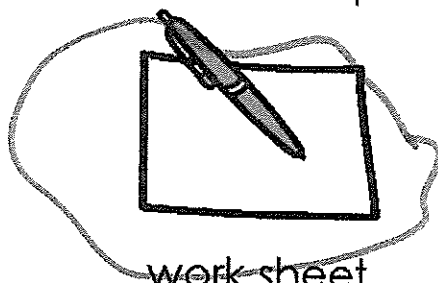
Name Nicholas

Date 10/11/07

How will I practice environmental print today?



flash cards

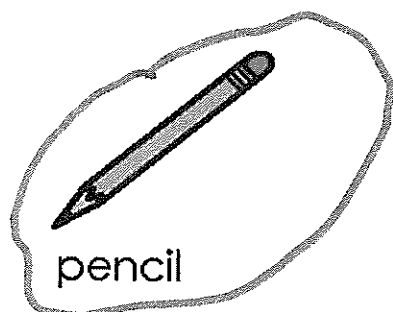


work sheet



game

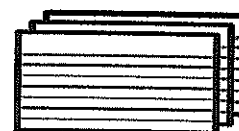
What do I need to practice my words?



pencil



game



flash cards

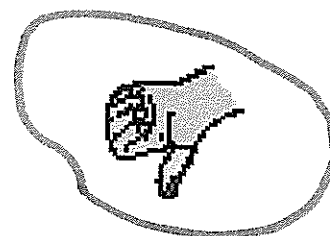
How did I do today?



Great!

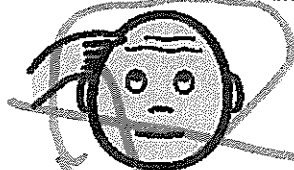


ok

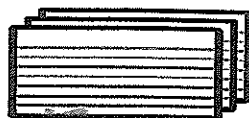


I can do better

Next time I can read my words better by



Think about the story



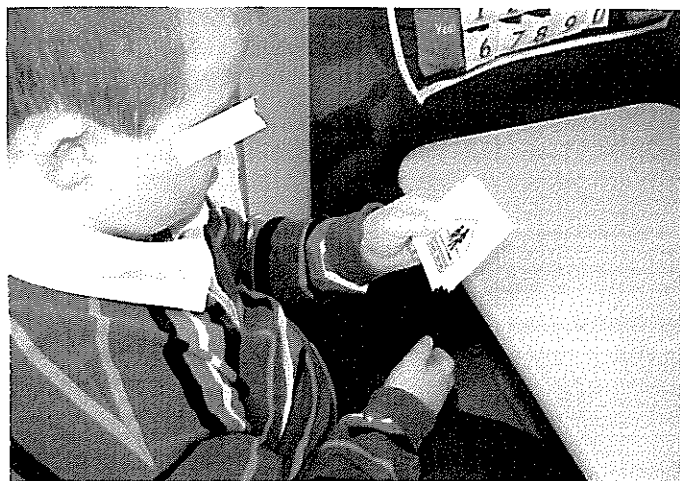
review card



read slowly

The student read each Self-Determination sheet with support and circled choices independently.

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Nicholas

Date: 11/1/2007

Content Area: Reading 2

Work Sample: 2

Data Collection Period:

I

Setting: General Education Setting: Reading

Activity Description:

Regular classroom teacher instructed students to practice reading either independently or with a partner. Nicholas chose to practice reading his environmental print by playing Environmental Bingo with a typical peer. Typical peer and Nicholas took turns reading the cards for bingo. Regular classroom teacher circled the room to monitor reading of all students.

Student's Performance Relative to the Targeted Skill:

Nicholas read +9/10 cards correctly demonstrating 90% accuracy.

Supports:

1:1 aide, quiet area, regular classroom teacher check-in, typical peer to be environmental reading game partner.

Reading 2
Work Sample: 2
Data Collection Period: 1

Data Collection

Reading 2
Work Sample 2 - PD 1

Fire Dept.	✓
Police	✓
Railroad Crossing	✓
School Crossing	✓
STOP	✓
Poison $\frac{+9}{10}$	✓
Exit	✓
Keep Out	✓
Restrooms	✓
Don't Walk	—

Two of the Actual Cards Used in the Bingo Game

POLICE



WORK SAMPLE # 1

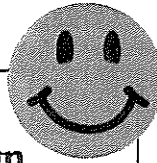


Student Work Sample Label










Attach to Work Sample










Student Name: Nicholas		Date: 1/18/2008
Content Area: Reading 2		
Work Sample: 1		
Data Collection Period: II	Setting: General Education: Community Setting - "Compassion Walk" to celebrate Civil Rights Day	
Activity Description: <p>Nicholas and his class participated in a "Compassion Walk", led by the regular classroom teacher, to the library in honor of Civil Rights Day. Nicholas looked for signs of environmental print during the walk. When he found one from his list, he read it and checked "yes" on his list. A typical peer and aide helped to point out environmental print for him to read. At school, Nicholas read what was left and checked the "no" column to indicate that he did not see the environmental print on</p>		
Student's Performance Relative to the Targeted Skill: <p>100% accuracy in correctly reading +27/27 environmental print words.</p>		
Supports: <p>1:1 aide, special education teacher created environmental print chart, pencil, typical peer to assist with reading, preview before the trip.</p>		

Nichols



11/18/00

Environmental Print /Symbol	Yes I See the Sign	NO I did not see the sign
 WOMEN		/
 COMPUTER	/	
 R R		/
 OFFICE	/	
 KEEP OUT		/
 DANGER		/
 LIBRARY	/	
 MEN		/
 SCHOOL CROSSING	/	

Environmental Print /Symbol	Yes I See the Sign	NO I did not see the sign
	/	
	/	
		/
		/
		/
		/
		/
	/	
	/	

+ 27
27

Activity: Word Hunt

Work Sample: ① 2

Data Collection Period: 1 ② 3

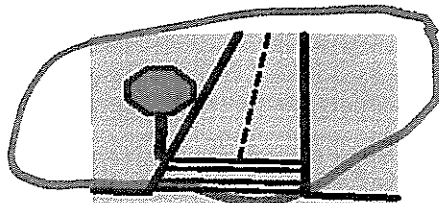
Name NICHOLAS

ate 11/2/09

How will I practice environmental print today?



flash cards

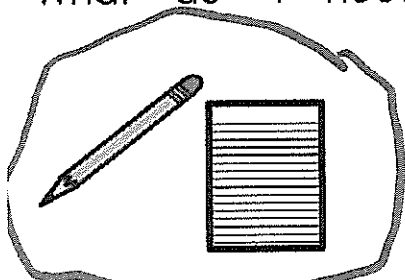


sign hunt



game

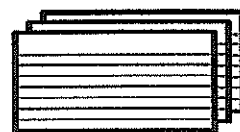
What do I need to practice my environmental print?



pencil and paper

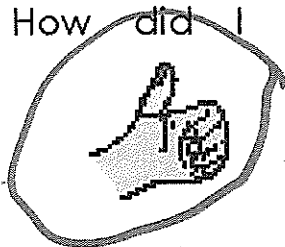


game



flash cards

How did I do today?



Great!

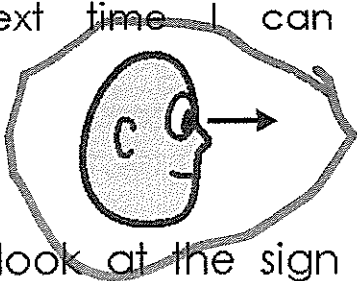


ok

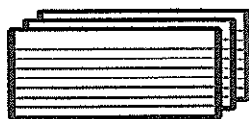


I can do better

Next time I can read my words better by



look at the sign

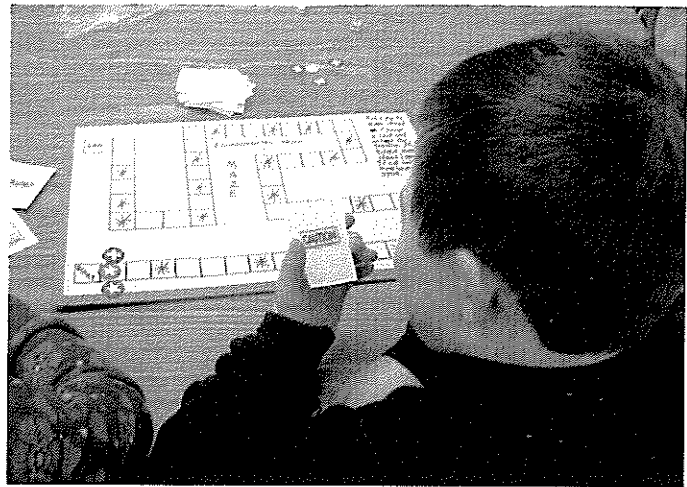


review card



read slowly

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Nicholas

Date: 1/24/2008

Content Area: Reading 2

Work Sample: 2

**Data Collection
Period:**

II

Setting: General Education: Reading

Activity Description:

Nicholas chose to play an Environmental Print Game during reading time in the regular class. He picked an Environmental Print Card from the pile to read. He rolled the dice to determine how many spaces he could move if he read the card correctly. Nicholas played with two typical peers.

Student's Performance Relative to the Targeted Skill:

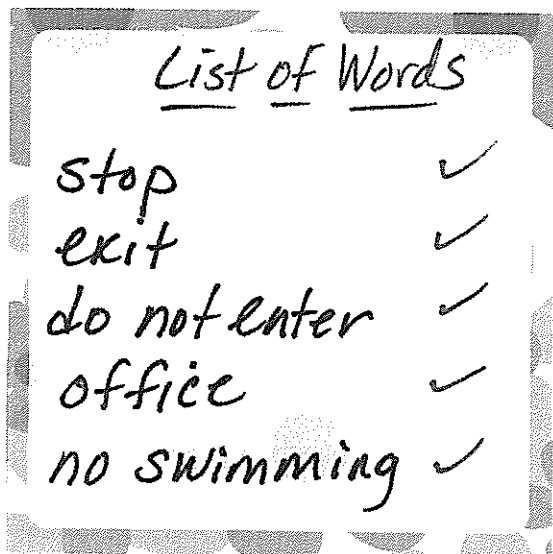
Nicholas was 100% accurate in reading +10/10 cards correctly.

Supports:

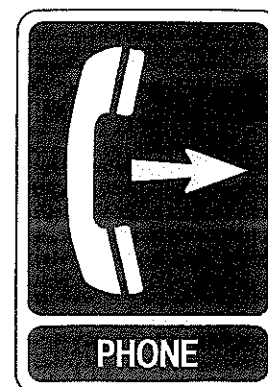
1:1 aide to get him started in the game, typical peer to play and help check for reading accuracy, regular classroom teacher check-in to see that Nicholas read cards correctly.

Reading 2
Work Sample: 2
Data Collection Period: II

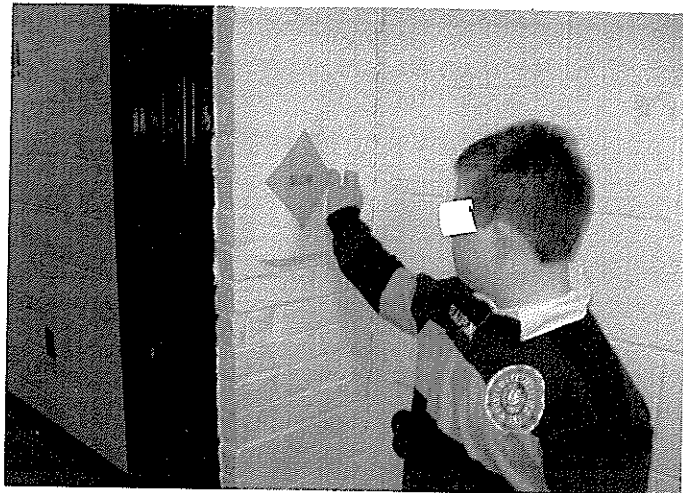
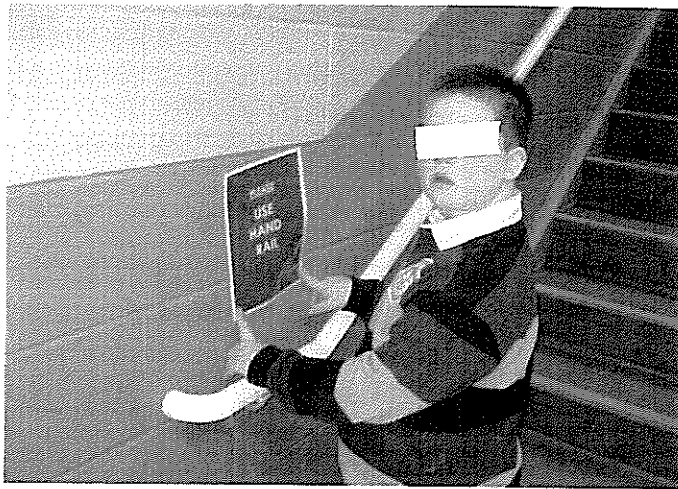
Data Collection



Two of the Actual Cards Used in the Bingo Game



WORK SAMPLE # 1



Student Work Sample Label	
<i>Attach to Work Sample</i>	
Student Name: Nicholas	Date: 3/24/2008
Content Area: Reading 2	
Work Sample: 1	
Data Collection Period: III	Setting: Special Education: Reading
Activity Description: Nicholas selected five environmental print words/signs to read and post the signs in the school building. Nicholas had to read each sign and show understanding by placing in appropriate location. His 1:1 aide assisted (see next page for words).	
Student's Performance Relative to the Targeted Skill: 100% accuracy independently reading +5/5 environmental print words.	
Supports: Special education teacher created environmental print signs, special student created sign, 1:1 aide to support placement of sign.	

Quiet please!
students at work!
Thank you!

3/24/08

+5
5

PRIVATE

PLEASE
USE
HAND
RAIL

ENTRANCE



Reduced photo copy of
(signs student placed around school)

3/24/08

16

Quiet please!
students at work!

Thank you!

Actual Sign

Activity: Read Sign
Post in Building

SELF-DETERMINATION SHEET
Reading Choice Environmental print

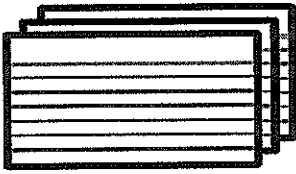
Work Sample: ① 2

Data Collection Period: 1 2 ③

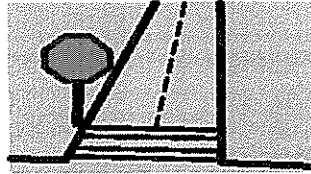
Name NICHOLAS

Date 3/24/08
tape

How will I practice environmental print today?



flash cards

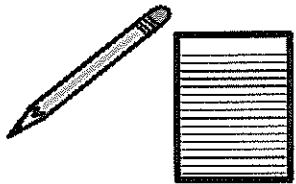


sign hunt

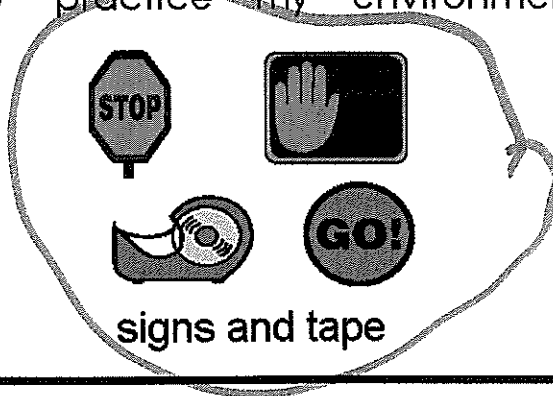


hang signs

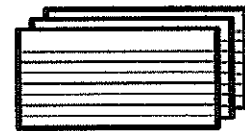
What do I need to practice my environmental print?



pencil and paper

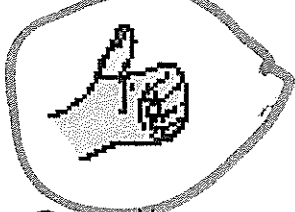


signs and tape



flash cards

How did I do today?



Great!

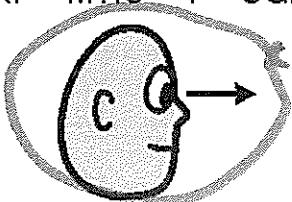


ok

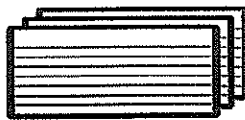


I can do better

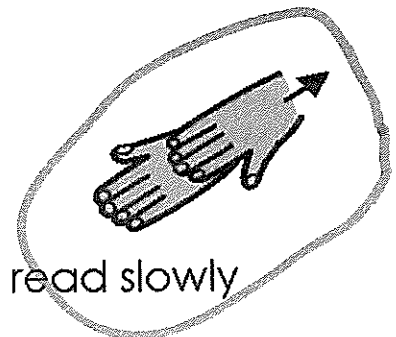
Next time I can read my words better by



look at the sign



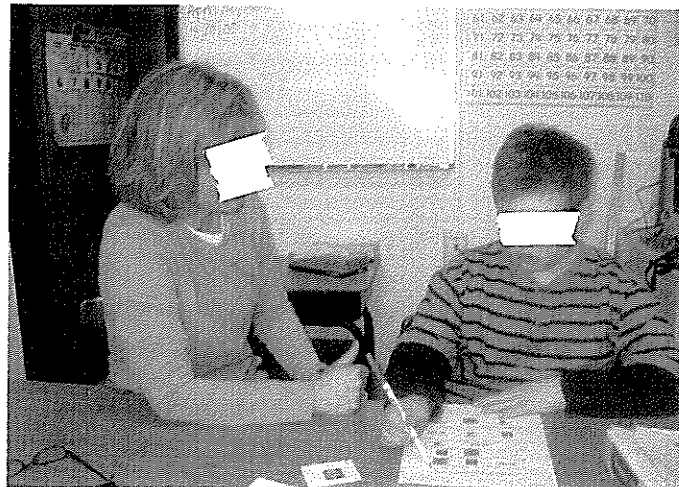
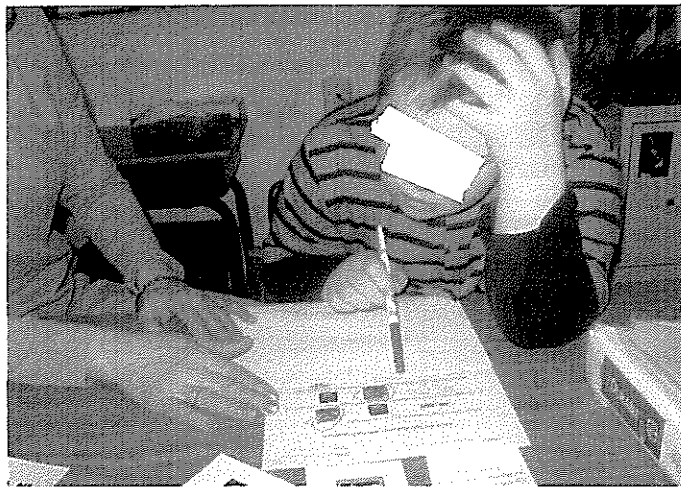
review card



read slowly

The student read each Self-Determination sheet with support and circled choices independently.

WORK SAMPLE # 2



Student Work Sample Label	
<i>Attach to Work Sample</i>	
Student Name: Nicholas	Date: 4/10/2008
Content Area: Reading 2	
Work Sample: 2	
Data Collection Period: III	Setting: Special Education: Reading
Activity Description: <p>Nicholas chose to complete an environmental print worksheet during reading. Environmental print cards were placed on the table in front of his worksheet for larger visual reference. Nicholas read each sentence, with support from the special education teacher, and circled his answer independently.</p>	
Student's Performance Relative to the Targeted Skill: <p>Nicholas received a score of 80% accuracy in independently answering +4/5 items correctly on his worksheet.</p>	
Supports: <p>Special Education Teacher created environmental print cards, Special Education Teacher created worksheet, Special Education Teacher cueing to larger cards and support to read words, marker, paper to track text.</p>	

Name

NICHOLAS

Date

4/19/08

Time

11:00

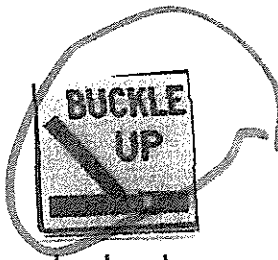


Circle The Sign That Goes With Each Sentence.

+4
5 80%

1. When I see this sign I need to put on my seat belt.

IN OUT



2. This sign means that we need to be quiet because students are working.

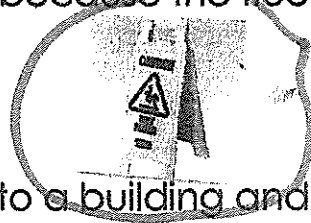
Quiet please!
Students at work!
Thank you!



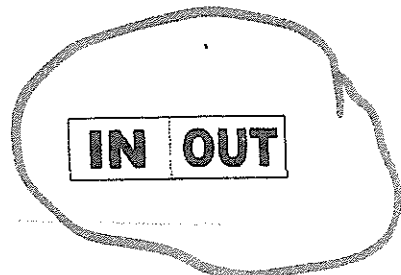
3. When I see this sign I need to walk carefully because the floor is wet.

Quiet please!
Students at work!
Thank you!

IN OUT



4. These signs tell me which door I use to go into a building and which door I use to come out.



5. I see this sign when a door opens by itself automatically and I do not need to open it with my hands.



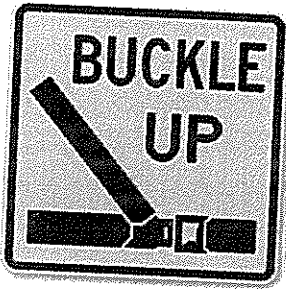
Quiet please!
Students at work!
Thank you!

Pick one sign to write a sentence about.

I BUCKLE UP MY
SEATBELT IN MY
CAR.

Reading 2
Work Sample: 2
Data Collection Period: III

Two of the Actual Cards Used in Activity



Entry Cover Sheet #1
Mathematics Required
(Grades 2, 3, 4, 5, 6, 7 and 10)

Student Name: Nicholas

SASID #

SAU #

Grade: 4

Content Standard:

Student will communicate his or her understanding of mathematics and recognize, develop, and explore mathematical connections.

Student Performance and Progress: ONE Measurable Targeted Skill:

Nicholas will use linear measurement for a variety of purposes with 80% accuracy.

Explain how the targeted skill is connected to the Content Standard:

The goal of using linear measurement for a variety of purposes is connected with Content Standard 4 because it will demonstrate Nicholas' ability to use linear measurement for a variety of purposes in different settings.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period. Pg. 52

Collection period I - September 17 - November 16, 2007

Two Student Work Samples Pgs. 53, 56

One Self-Determination Worksheet connected to one of the Work Samples Pg. 55

Collection Period II - November 19, 2007 - February 1, 2008

Two Student Work Samples Pgs. 58, 61

One Self-Determination Worksheet connected to one of the Work Samples Pg. 60

Collection Period III - February 4 - April 18, 2008

Two Student Work Samples Pgs. 63, 66

One Self-Determination Worksheet connected to one of the Work Samples Pg. 65

The following information must be recorded directly on each piece of evidence:

- * Student's name and date of activity
- * Accuracy of performance
- * Cues, prompts or other assistance required by the student to complete the task
- * Setting in which the activity occurred
- * People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

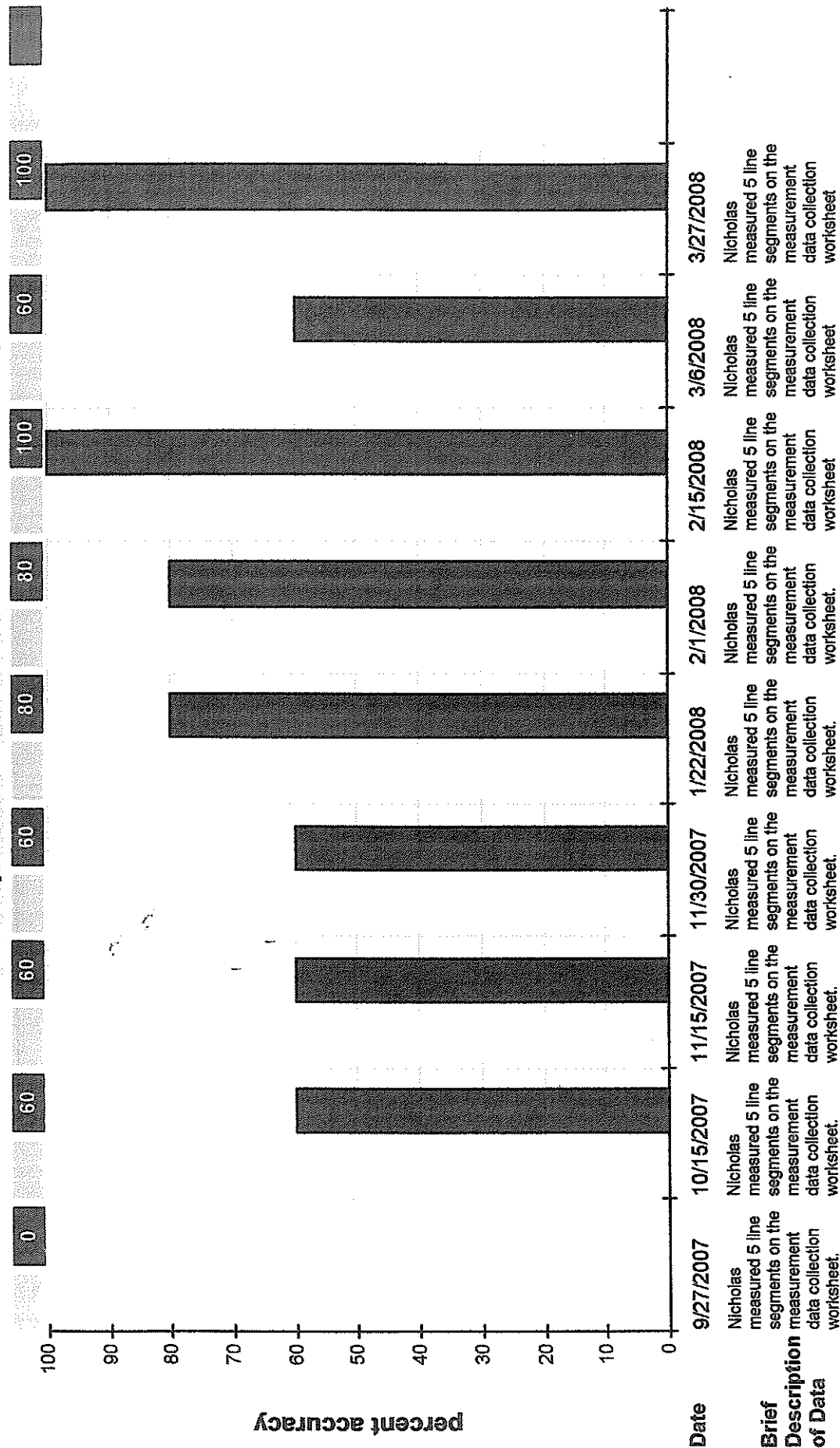
Student Name: Nicholas

SASID #

SAU #

Grade: 4

Math Required Measurement with 80% Accuracy

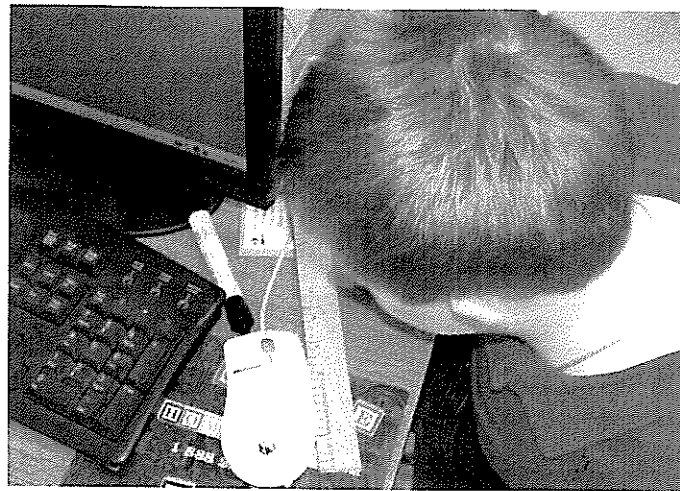
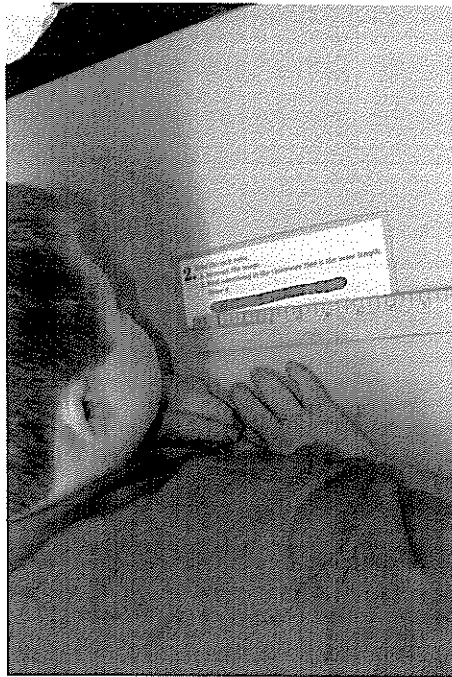


Key

NH Alternate Assessment 2007-2008

Comments: Nicholas practices measurement in a variety of ways. Data collection is based on performance on a worksheet containing 5 line segments which he measured to the nearest inch. In data collection period 2, the line segments began to include 1/2 inches to increase difficulty.

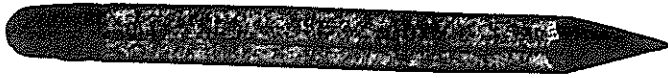
WORK SAMPLE # 1



Student Work Sample Label	
<i>Attach to Work Sample</i>	
Student Name: Nicholas	Date: 10/2/2007
Content Area: Mathematics 1	
Work Sample: 1	
Data Collection Period: I	Setting: General Education: Math
Activity Description: <p>Nicholas worked with his 1:1 aide on measuring with a ruler. He picked a card from a deck of classroom items. Then Nicholas measured the item in the classroom with an inch ruler. The 1:1 aide kept data on items measured correctly.</p>	
Student's Performance Relative to the Targeted Skill: <p>Nicholas measured +0/5 items correctly demonstrating a score of 0% accuracy.</p>	
Supports: <p>Regular classroom teacher reminders on how to hold and measure a ruler correctly, 1:1 instruction by classroom teacher, typical peers modeling activity, regular classroom teacher modified ruler with inch marks highlighted in red marker.</p>	

- 1.** Take the inch ruler.
1. Measure the pencil.

X



10/2/07
Student
measured
and
verbalized
answer
to lil
aide

- 2.** Take the inch ruler.
1. Measure the worm.

X



- 3.** Take the _____ ruler.
1. Measure the candy stick.

X



+ 0/5

- 4.** Take the _____ ruler.
1. Measure the pickle.

X



- 0/6

- 5.** Take the inch ruler.
1. Measure the crayon.

X



Activity: "Pick a card"

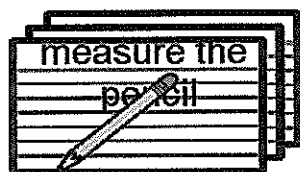
SELF-DETERMINATION SHEET
Math Choice measurement
Required
Data Collection Period: 1 2 3

Work Sample: 1 2

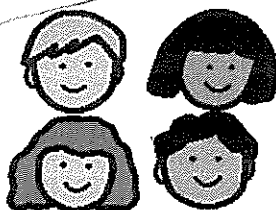
Name Nicholas

Date 10/2/07

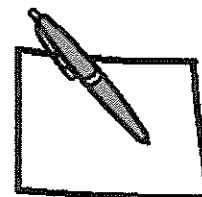
How will I practice measuring today?



pick a card

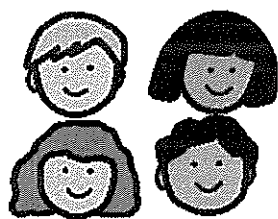


work with a partner

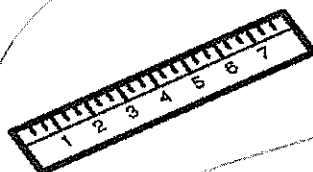


worksheet

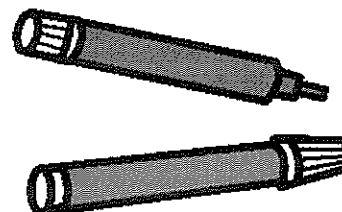
What do I need to practice?



dice

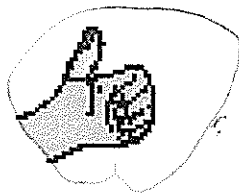


ruler



markers

How did I do today?



Great!

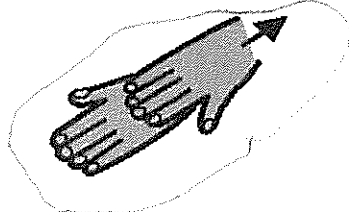


ok

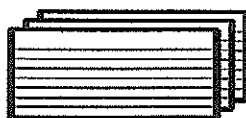


I can do better

Next time I can measure better by



work slowly



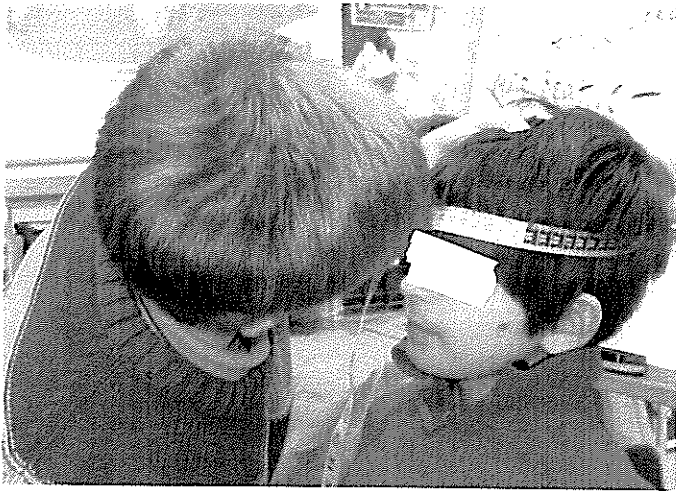
reading cards again



placing ruler correctly

The student read each Self-Determination sheet with support and circled choices independently.

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Nicholas		Date: 10/16/2007
Content Area: Mathematics 1		
Work Sample: 2		
Data Collection Period: I	Setting: General Education: Math	
Activity Description: Nicholas and his typical peers received a lesson from the regular classroom teacher on measuring with centimeters. Students worked in pairs to measure their heads and record their measurement on a post-it note. Nicholas added the measurement of his head to the class graph.		
Student's Performance Relative to the Targeted Skill: Nicholas demonstrated 50% accuracy in measuring the heads of two students.		
Supports: Regular classroom teacher, 1:1 aide, typical peer partner to help with measuring, preferential seating up front.		

Data Collection
Math 1
Work Sample: 2
Data Collection Period: I

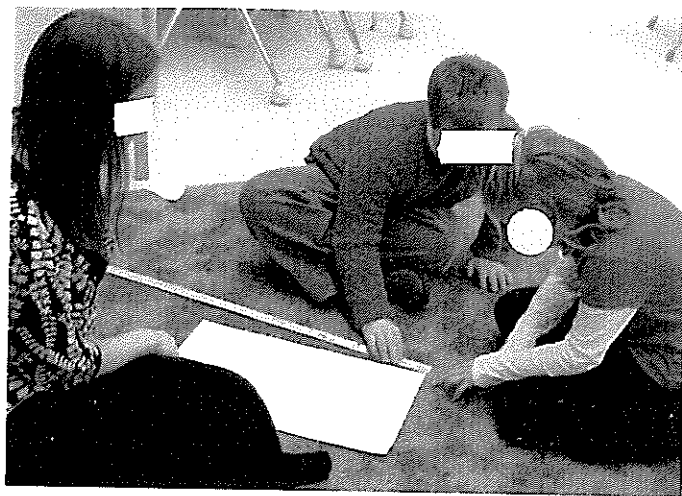
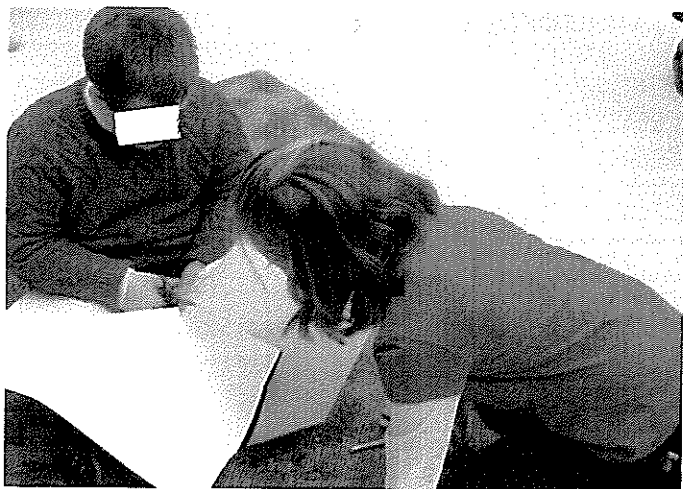
Measurement - Math Choice 10/16/07,

Xander's head X $21\frac{1}{2}$ inches

Lizzy's head ~~X~~ 21 inches

50% accuracy (+1/2)

WORK SAMPLE # 1



Student Work Sample Label	
<i>Attach to Work Sample</i>	
Student Name: Nicholas	Date: 12/12/2007
Content Area: Mathematics XI	
Work Sample: 1	
Data Collection Period: II	Setting: General Education: Math
Activity Description: <p>Nicholas measured and cut an oak tag pattern for a winter hat. Students in Grades 3 & 4, including typical peers, used the pattern to cut out fleece hats. A typical peer partner helped Nicholas to measure 11, 1/2" by 20" pieces for three patterns. The regular classroom teacher walked the pair through measuring the first pattern.</p>	
Student's Performance Relative to the Targeted Skill: <p>0% accuracy in measuring +0/6 patterns independently, 100% accuracy in measuring +6/6 patterns correctly with support.</p>	
Supports: <p>Typical peer for measuring, classroom teacher for 1:2 instruction.</p>	

Data Collection
Math 1
Work Sample: 1
Data Collection Period: II

Scarf + Patterns Hat		12/12/07	
		ind.	w/partner support
Pattern 1-hat	11½" by 20"	x x	* *
Pattern 2-hat	11½ by 20"	x x	* *
Pattern 3-hat	11½ by 20"	x x	* *
		0/6	6/6
		0%	100%

SELF-DETERMINATION SHEET
Math Choice measurement
Data Collection Period: 1 (2) 3

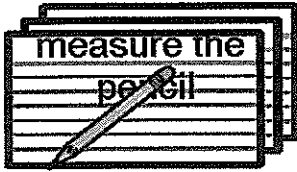
Activity: measuring for hats
with fuzzy

Work Sample: ① 2

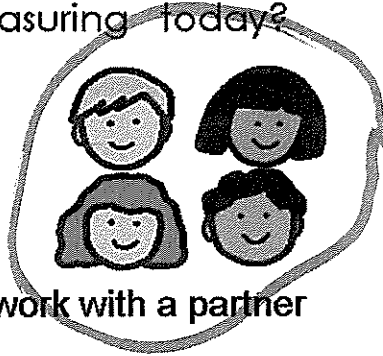
Name NICHOLAS

Date 12/12/07
12/13/07

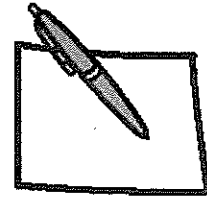
How will I practice measuring today?



pick a card

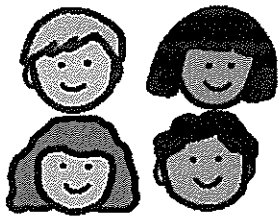


work with a partner

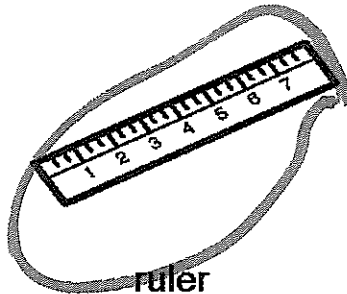


worksheet

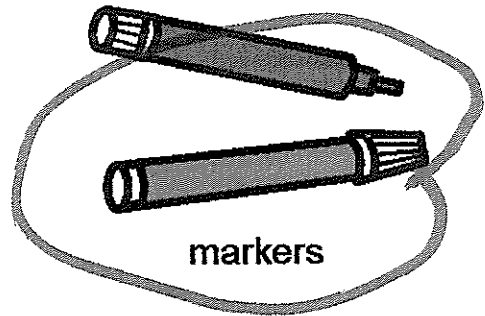
What do I need to practice measuring?



partner

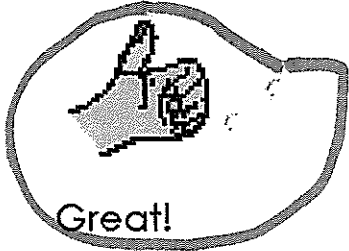


ruler



markers

How did I do today?



Great!

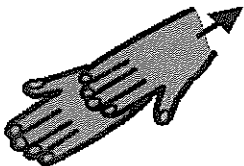


ok

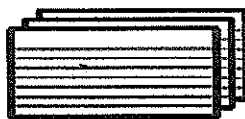


I can do better

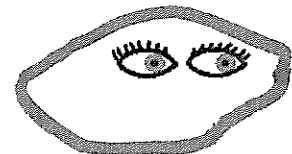
Next time I can measure better by



work slowly

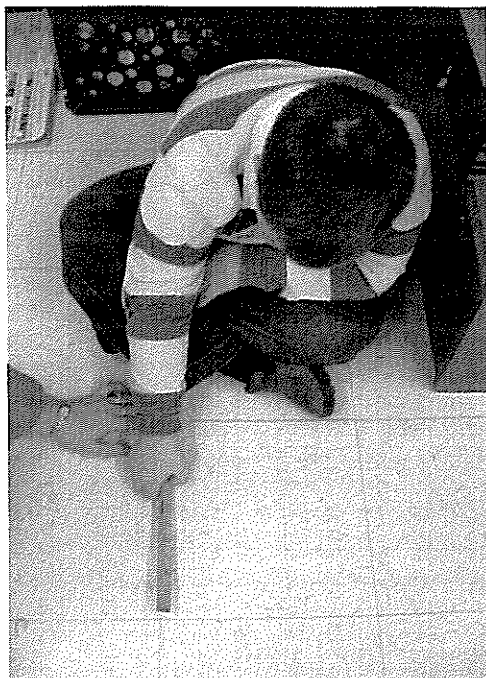


reading cards again



placing ruler correctly

WORK SAMPLE # 2



Student Work Sample Label	
<i>Attach to Work Sample</i>	
Student Name: Nicholas	Date: 1/30/2008
Content Area: Mathematics 2.1	
Work Sample: 2	
Data Collection Period: II	Setting: General Education: Math
Activity Description: Nicholas chose to use his measuring skills to learn about Manta Ray wing span. After reading that the wing span is 20 feet, Nicholas used 1 ft. tiles on the floor to show the wing span.	
Student's Performance Relative to the Targeted Skill: 100% accuracy in measuring +1/1.	
Supports: Occupational Therapist, 1:1 aide.	

Data Collection
Math 1
Work Sample: 2
Data Collection Period: II

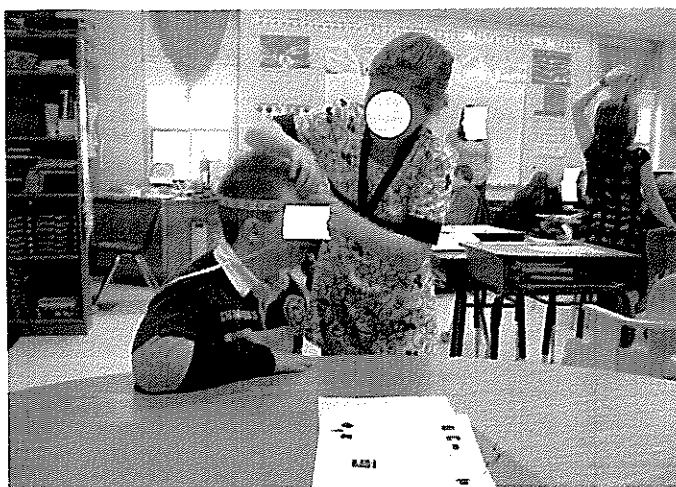
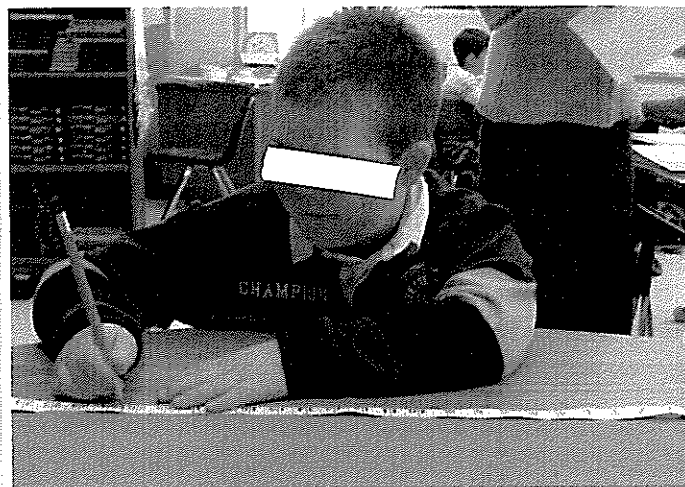
Manta Ray Wing span

1/30/08

20ft ~~Δ~~

+1/1

WORK SAMPLE # 1



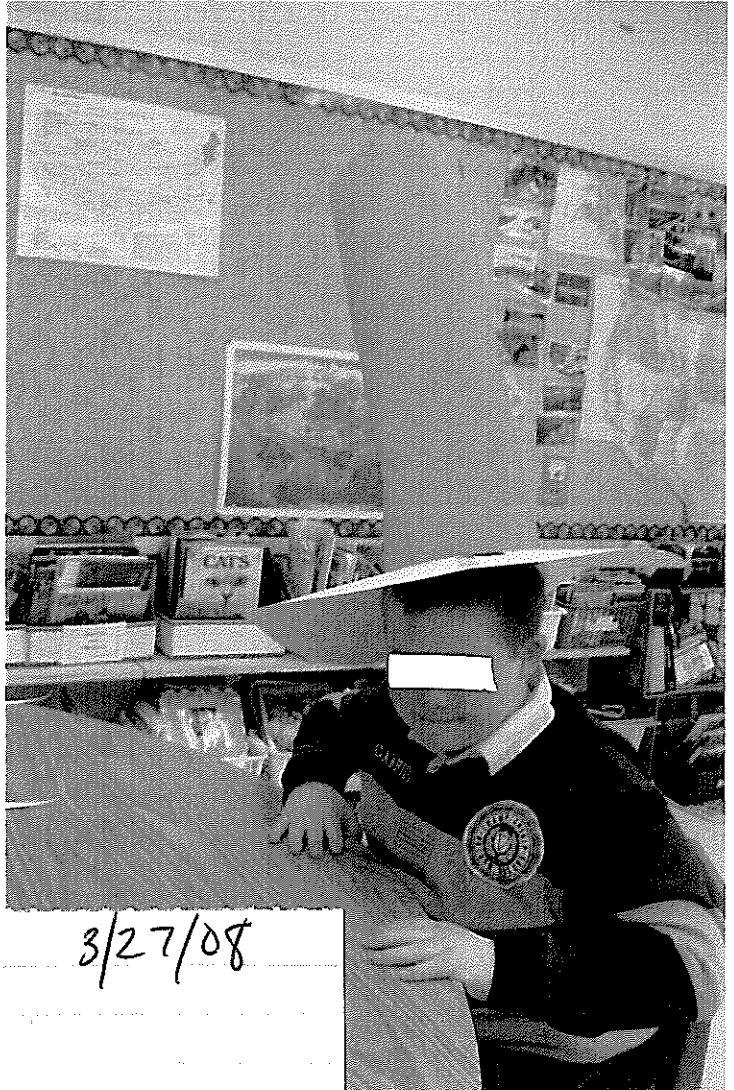
Student Work Sample Label	
Attach to Work Sample	
Student Name: Nicholas	Date: 3/27/2008
Content Area: Mathematics 81	
Work Sample: 1	
Data Collection Period: III	Setting: General Education: Math
Activity Description: Nicholas chose to make his hat for an Abe Lincoln costume. The regular classroom teacher showed him that he could use a measuring tape for his head and a ruler on paper. A typical peer measured Nicholas' head. Then Nicholas' 1:1 aide dictated 3 measurements to him and helped him make the lines on the paper.	
Student's Performance Relative to the Targeted Skill: Nicholas was 100% accurate in correctly measuring +3/3 times for the distance of the circle, height of the hat and width of the brim.	
Supports: Typical peer to assist with measuring, 1:1 aide to assist with accuracy and cutting.	

Data Collection and Picture of Nicholas Wearing Hat

Math 1

Work Sample: 1

Data Collection Period: III



3/27/08

Abe Lincoln Hat

Measurements

- $23\frac{1}{2}$ inches (around head) ✕
- 2 feet tall ✕
- 7 inches ✕

+3/3

100%

Activity: Top Hat making

SELF-DETERMINATION SHEET

Math Choice measurement

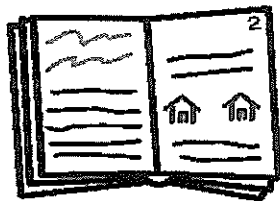
Data Collection Period: 1 2 3

Work Sample: 1 2

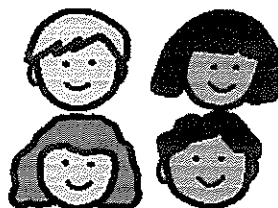
Name NICHOLAS

Date 3/27/08

How will I practice measuring today?



book

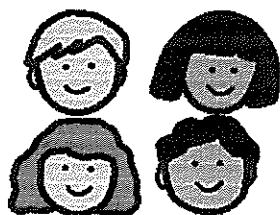


work with a partner

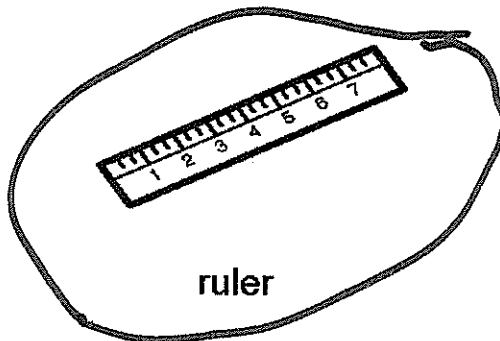


make a top hat

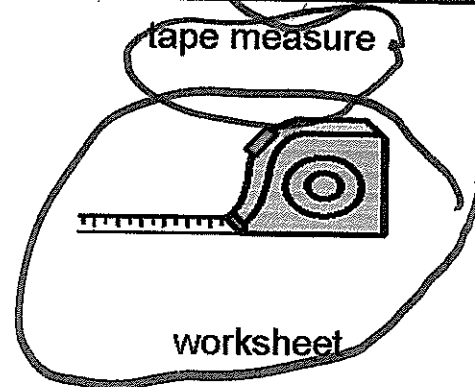
What do I need to practice measuring?



partner



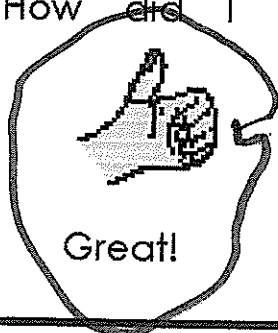
ruler



tape measure

worksheet

How did I do today?



Great!

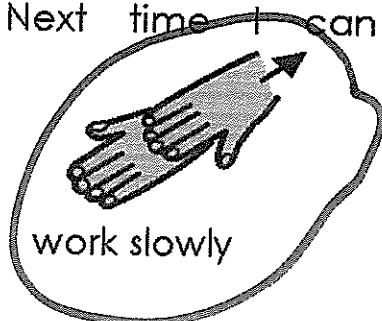


ok

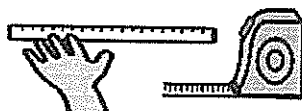


I can do better

Next time I can measure better by



work slowly

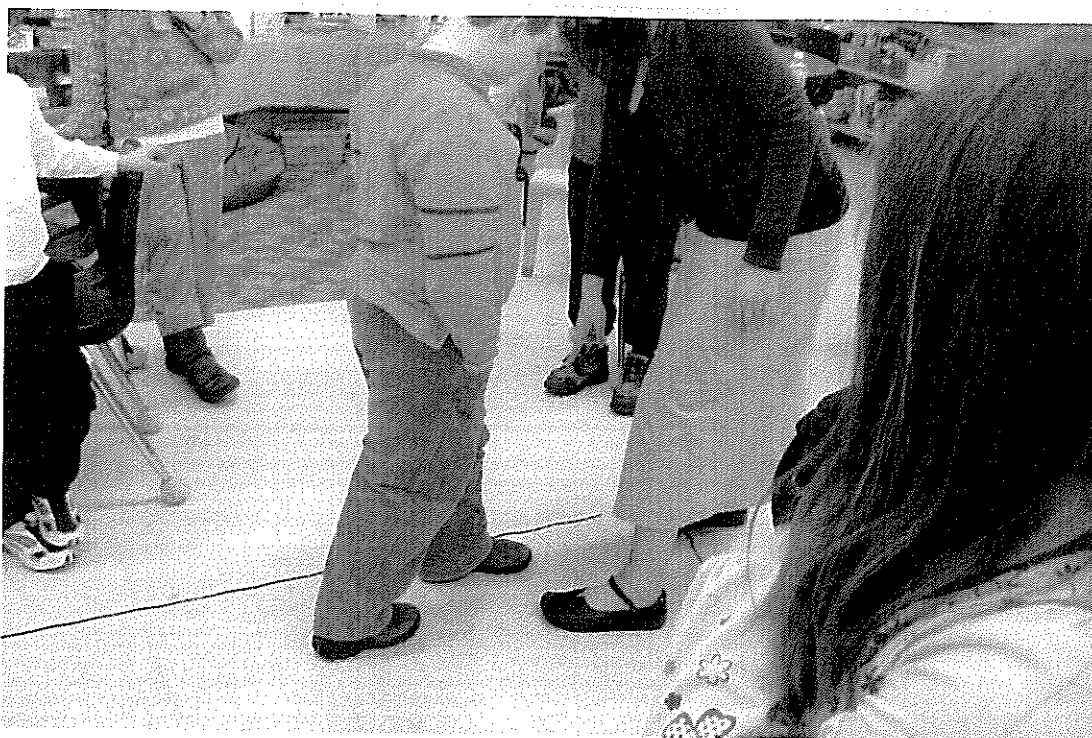


use correct tools



look at measurement tool

The student read each Self-Determination sheet with support and circled choices independently.

WORK SAMPLE # 2**Student Work Sample Label***Attach to Work Sample*

Student Name: Nicholas		Date: 4/2/2008
Content Area: Mathematics \mathcal{X} I		
Work Sample: 2		
Data Collection Period: III	Setting: General Education: Math	
Activity Description: The regular classroom teacher taught the class about perimeter by using the floor tiles in the classroom. To set the perimeter of a rectangle, Nicholas measured 6 ft. for the sides and held a rope to measure the distance. The regular classroom teacher walked alongside him for accuracy.		
Student's Performance Relative to the Targeted Skill: 100% accuracy measuring 6 ft accurately using sides of floor tiles.		
Supports: Typical peer to model listening to lesson and to assist with extending his measurements to find perimeter and area (not goals of his), regular classroom teacher to model measuring feet by walking.		

Data Collection Math 1
Work Sample: 2
Data Collection Period: III

Measuring Perimeter 4/2/08

• side of rectangle - 6ft *

+ 1/1

100%

Entry Cover Sheet #2
Mathematics Choice
(Grades 2, 3, 4, 5, 6, 7 and 10)

Student Name: Nicholas **SASID #** **SAU #** **Grade:** 4

Content Standard:

Content Standard 13: Student will use data analysis, statistics, and probability to analyze given situations and the outcomes of experiments.

Student Performance and Progress: ONE Measurable Targeted Skill:

Nicholas will use counting techniques to solve problems using a variety of strategies with 80% accuracy.

Explain how the targeted skill is connected to the Content Standard:

By using counting techniques to solve problems using a variety of strategies is connected with Content Standard 13 because it will demonstrate competence in a variety of counting techniques to solve problems.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods
with 3 Data Points for each period. Each Data Point should represent a specific date within the period. Pg. 70

Collection period I - September 17 - November 16, 2007

Two Student Work Samples Pgs. 71, 73
One Self-Determination Worksheet connected to one of the Work Samples Pg. 72

Collection Period II - November 19, 2007 - February 1, 2008

Two Student Work Samples Pgs. 75, 77
One Self-Determination Worksheet connected to one of the Work Samples Pg. 79

Collection Period III - February 4 - April 18, 2008

Two Student Work Samples Pgs. 80, 82
One Self-Determination Worksheet connected to one of the Work Samples Pg. 84

The following information must be recorded directly on each piece of evidence:

- * Student's name and date of activity
- * Accuracy of performance
- * Cues, prompts or other assistance required by the student to complete the task
- * Setting in which the activity occurred
- * People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

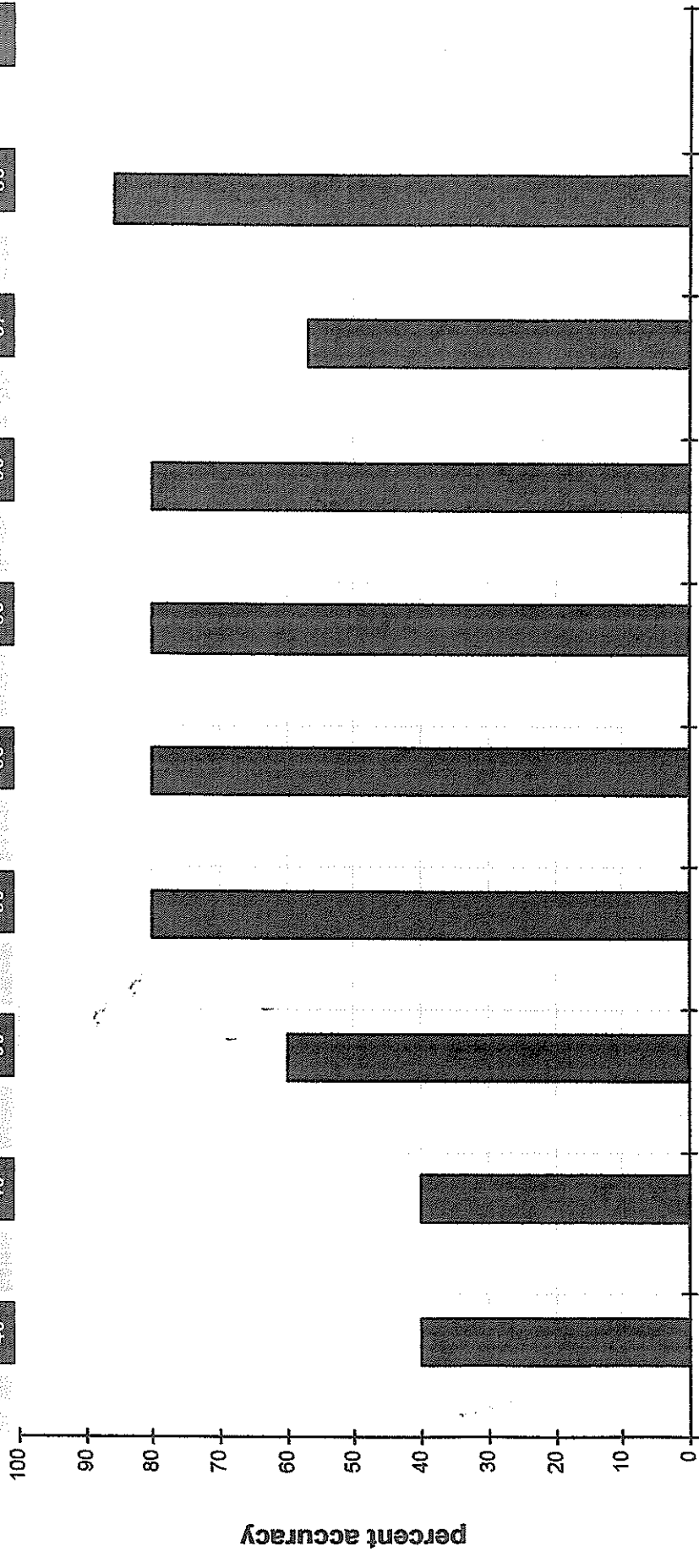
Student Name: Nicholas

SASID #

SAU #

Grade: 4

Math Choice: Use Counting Techniques with 80% Accuracy



Date	Brief Description of Data	Percent Accuracy
9/17/2007	Data collection sheet assessing 5 major counting techniques Nicholas is practicing	40
10/3/2007	Data collection sheet assessing 5 major counting techniques Nicholas is practicing	40
11/15/2007	Data collection sheet assessing 5 major counting techniques Nicholas is practicing	60
11/30/2007	Data collection sheet assessing 5 major counting techniques Nicholas is practicing	80
1/4/2008	Data collection sheet assessing 5 major counting techniques Nicholas is practicing	80
2/1/2008	Data collection sheet assessing 5 major counting techniques Nicholas is practicing	80
2/8/2008	*#of problems increased to 7 on sheet Data collection sheet assessing 5 major counting techniques Nicholas is practicing	80
3/6/2008	Data collection sheet assessing major counting techniques Nicholas is practicing	57
4/3/2008	Data collection sheet assessing major counting techniques Nicholas is practicing	86

Key

□ percent accuracy

■ percent accuracy

NH Alternate Assessment 2007-2008

Comments: Nicholas has a worksheet with 5 problems on it which require him to use various counting techniques to find the answer: number lines, adding, subtracting, counting money, and word problems. The worksheet advanced to 7 problems in the 3rd data collection period.

WORK SAMPLE # 1

Skip Counting

10/3/07

Name Nicholas ★

I counted by ☒ 2s ☒ 5s ☐ 10s

Write the numbers below.

+12 20

★ 5	★ 10	★ 15	★ 20
★ 25	★ 30	★ 35	★ 40
★ 45	★ 50	★ 55	★ 60
× 75	× 95	× 70	× 80
× 95	× 95	× 100	×

Student Work Sample Label

Attach to Work Sample

Student Name: Nicholas		Date: 10/3/2007
Content Area: Mathematics 2		
Work Sample: 1		
Data Collection Period: I	Setting: General Education: Math Class	
Activity Description: Nicholas chose to count by 5's to practice his counting techniques. Given fish cards numbered by 5's from 5-100, Nicholas placed them in order on the table. Nicholas then read the cards out loud to check that he counted by 5's correctly and then wrote the numbers on his paper.		
Student's Performance Relative to the Targeted Skill: Nicholas received a score of +12/20 demonstrating 60% accuracy in counting by 5's.		
Supports: 1:1 aide, modified counting by 5's cards, quiet work area.		

SELF-DETERMINATION SHEET

Math required counting

Choice

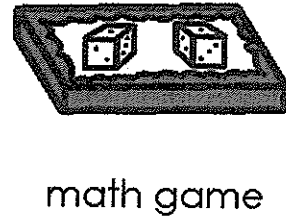
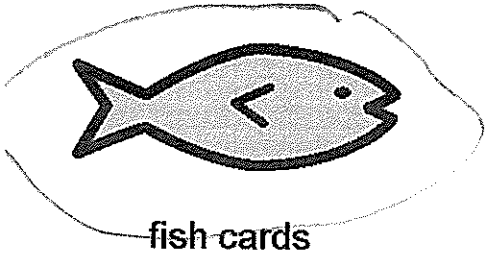
Data Collection Period: 1 2 3

Work Sample: 1 2

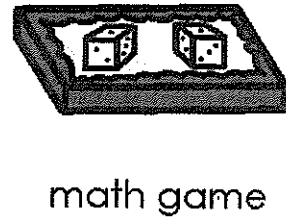
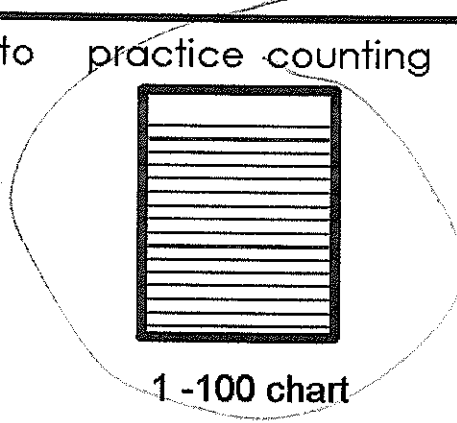
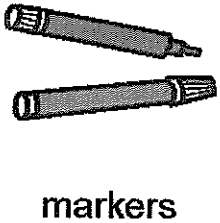
Activity: Skip Counting

Name N. C. Cho Date 10/13/07

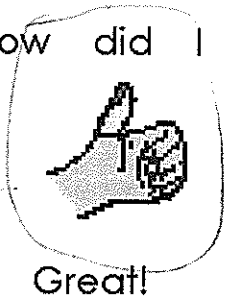
How will I practice my counting today?



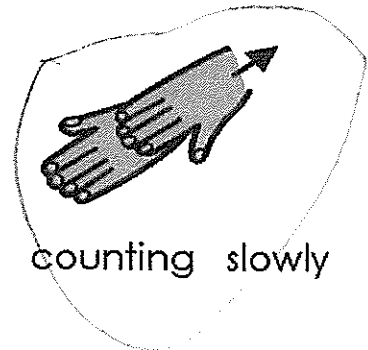
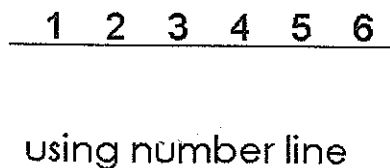
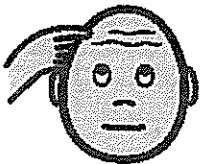
What do I need to practice counting today?



How did I do today?



Next time I can add numbers better by



The student read each Self-Determination sheet with support and circled choices independently.

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Nicholas

Date: 11/8/2007

Content Area: Mathematics 2

Work Sample: 2

**Data Collection
Period:**

I

Setting: General Education: Hallway Gallery

Activity Description:

Nicholas accompanied a typical friend who needed to buy a bottle of water from the water machine. The regular classroom teacher accompanied them in the hallway. Nicholas used his counting technique of counting by 5's to determine the amount of change needed. Nicholas used Touch Points on each coin to show how much each coin was worth. The regular classroom teacher cued Nicholas to count by 5's for each Touch Point.

Student's Performance Relative to the Targeted Skill:

Nicholas was able to count by 5's on Quarter Touch Points with 75% accuracy (+15/20 by 5's to 100).

Supports:

Regular classroom teacher for cueing, typical peer to remind him they were all quarters and not nickels.

Data Collection
Math 2
Work Sample: 2
Data Collection Period: 1

Water Machine

11/8/07

* Counting by 5's on quarter Touch Points

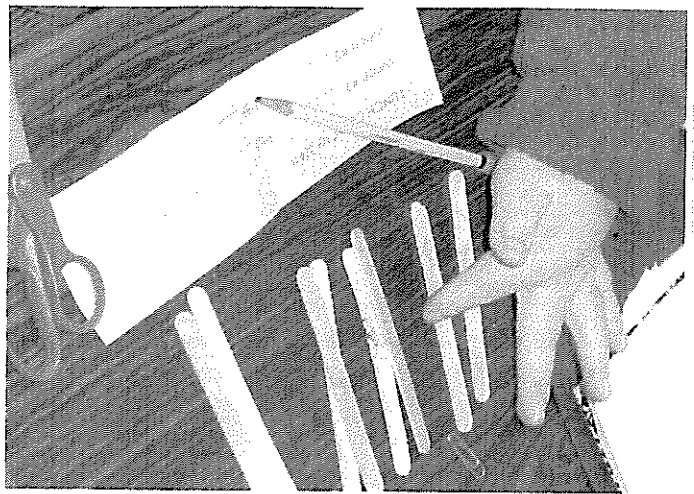
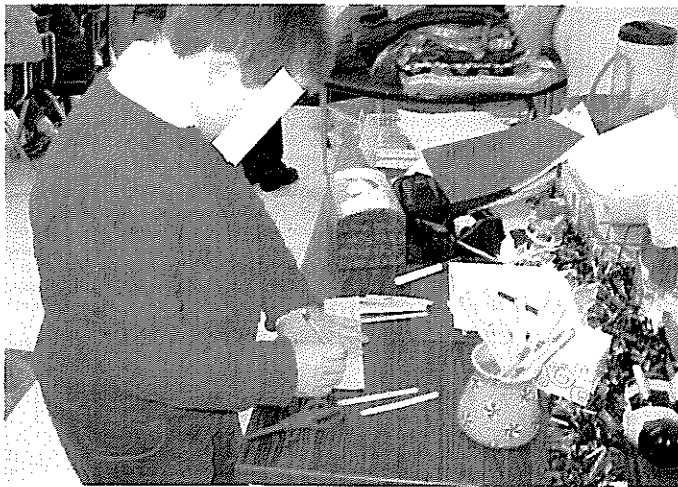
* Nicholas was able to count to 75¢ by 5's independently.

- needed support for 75¢ to 100¢



(+15/20)
75¢

WORK SAMPLE # 1



Student Work Sample Label	
<i>Attach to Work Sample</i>	
Student Name: Nicholas	Date: 12/12/2007
Content Area: Mathematics 1	
Work Sample: 1	
Data Collection Period: II	Setting: General Education: In the Classroom - Morning Lunch Count
Activity Description: Nicholas' classroom job was lunch count. After each child used a popsicle stick to sign up for lunch,. Nicholas used his technique of counting by 2's and 1's to add up and write the lunch count. Typical peer assisted Nicholas for accuracy.	
Student's Performance Relative to the Targeted Skill: 100% accuracy on counting by 2's and 1's.	
Supports: Regular classroom teacher prompted student to "do his morning job", typical peer assisted for accuracy, 1:1 aide.	

Lunch Count Work Sample

12/12/07

LUNCH COUNT for 3/4 H

Lunch #1 9

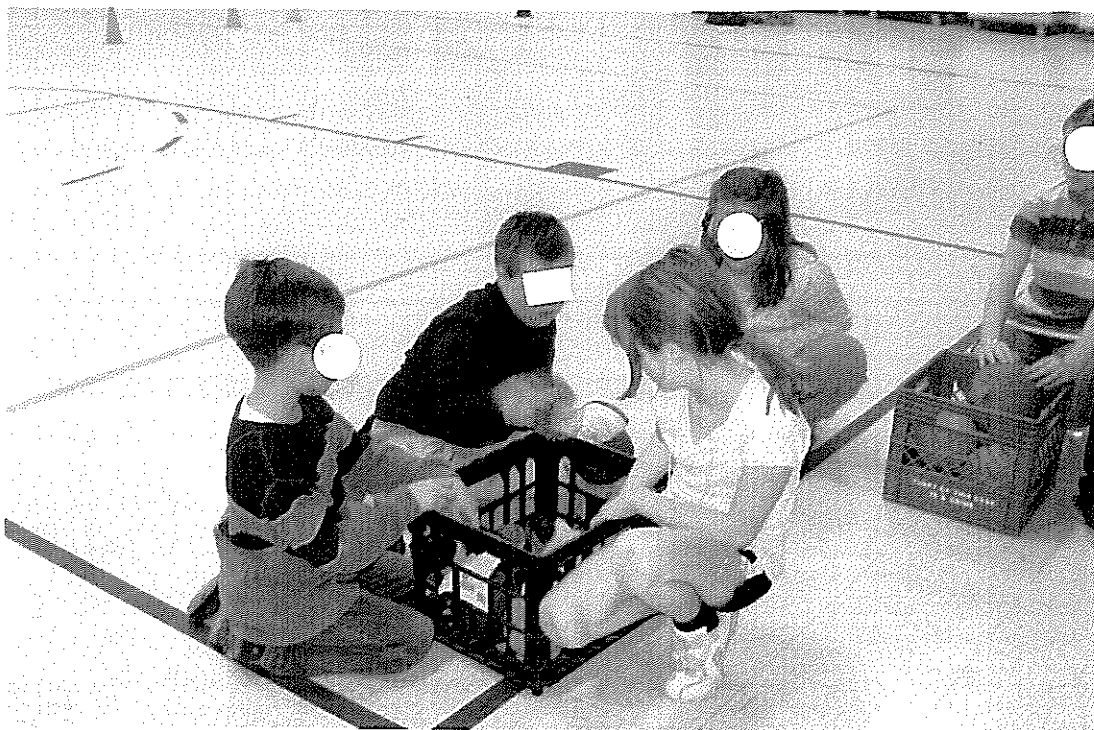
PBJ 

Yogurt 2

Lunch #2 1

PBF 1

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Nicholas		Date: 1/24/2008
Content Area: Mathematics 2		
Work Sample: 2		
Data Collection Period: II	Setting: General Education: Physical Education Class (PE)	
Activity Description: The regular Physical Education teacher had the class playing a ball capture game. At the end, to determine points, the Physical Education teacher asked Nicholas to count the balls. Nicholas counted balls by 2's up to 20 and two typical peers on his team helped him count to 24.		
Student's Performance Relative to the Targeted Skill: 83% accuracy in counting by 2's from 0-24 and scored +10/12.		
Supports: Physical Education teacher to cue for scoring, typical peer to help with numbers past 20.		

Data Collection Math 2
Work Sample: 2
Data Collection Period: II

P.E. class

1/24/08

*Keeping Score

Counted by 2's \rightarrow 2-10 *

10-20 *

22, 24 x x needed
support

+10/12 (83%)

SELF-DETERMINATION SHEET

Activity: *Counting by ones*

Math required counting
choice

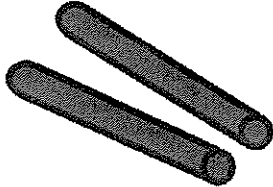
Work Sample: 1 (2)

Data Collection Period: 1 2 3

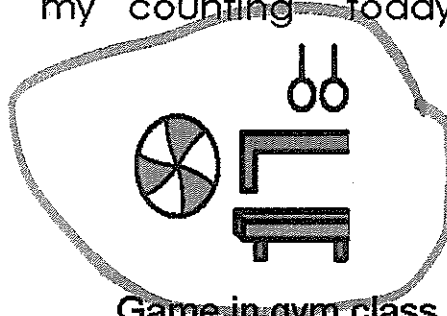
Name *NICHOLAS*

Date *1/24/08*

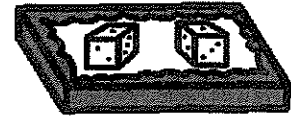
How will I practice my counting today?



lunch sticks

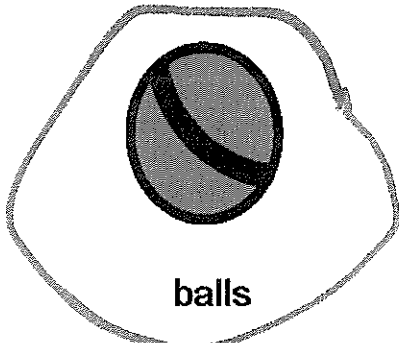


Game in gym class

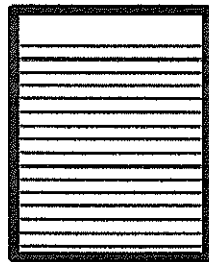


math game

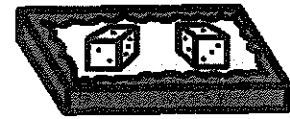
What do I need to practice counting today?



balls



1 -100 chart



math game

How did I do today?



Great!

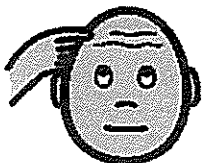


ok



I can do better

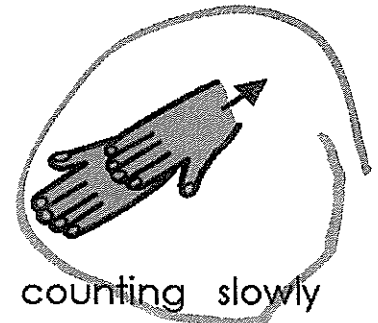
Next time I can *count* numbers better by



thinking before I answer

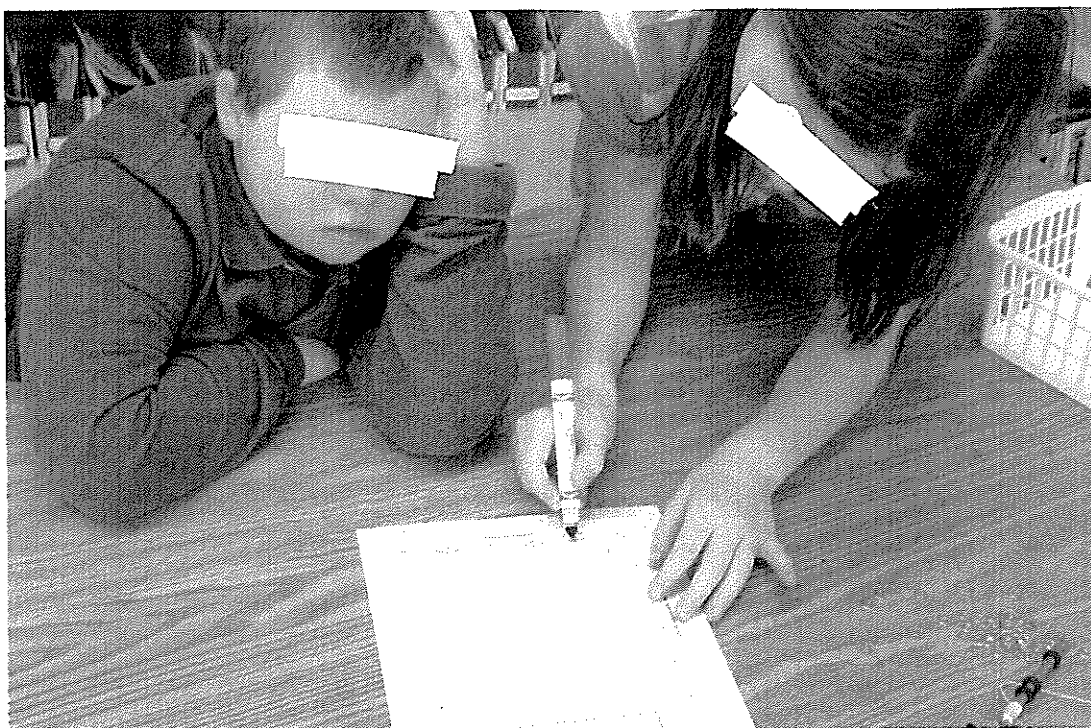
1 2 3 4 5 6

using number line



counting slowly

WORK SAMPLE # 1

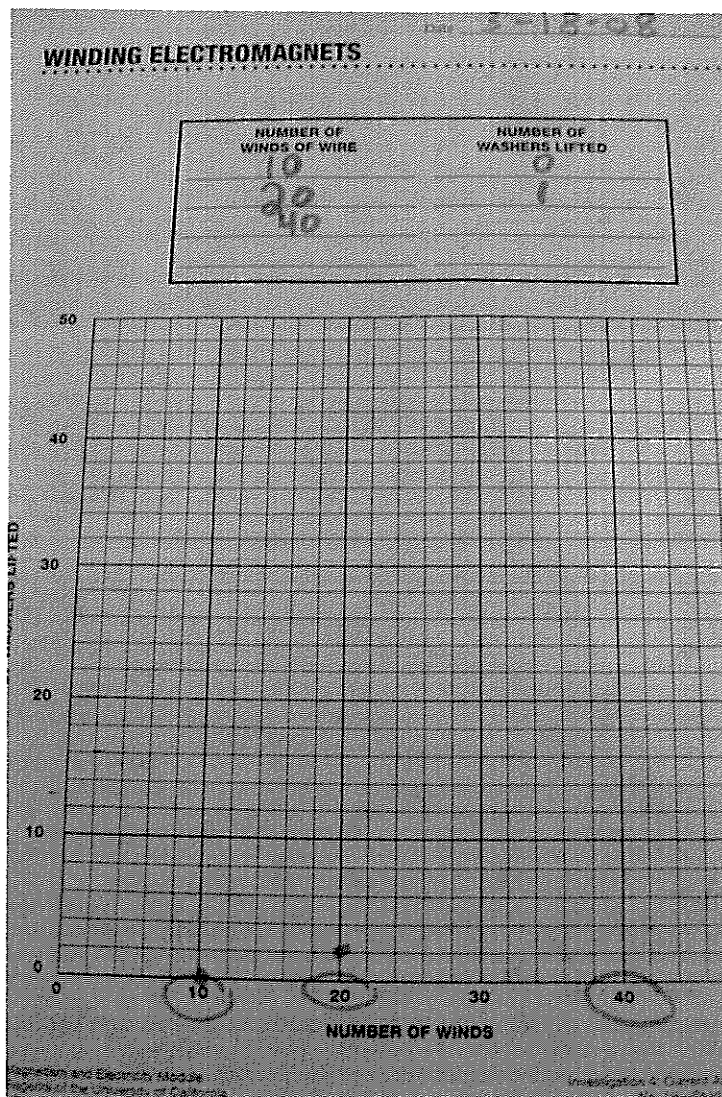


Student Work Sample Label

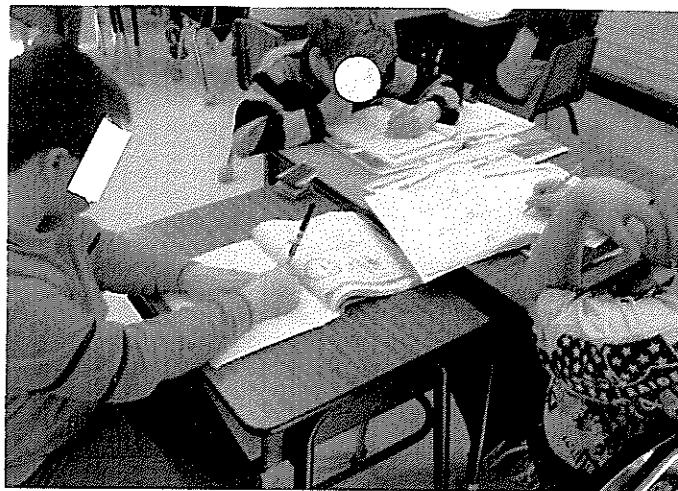
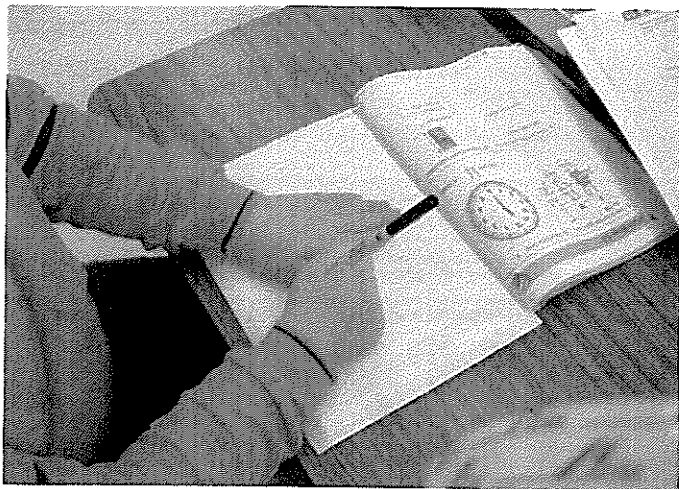
Attach to Work Sample

Student Name: Nicholas		Date: 3/18/2008
Content Area: Mathematics 2		
Work Sample: 1		
Data Collection Period: III	Setting: General Education: Science	
Activity Description: The regular classroom teacher taught the class about electromagnets and how the number of wire coils affects strength. Nicholas had an opportunity to practice 3 counting techniques: 1's, 2's, and 10's. With the whole class, Nicholas previewed the set up of the graph by counting by 10's. In his group, Nicholas wrapped the wire 10 times, counting aloud. He recorded the strength on a graph by counting by 2's.		
Student's Performance Relative to the Targeted Skill: Nicholas received 100% accuracy in counting by 1's, 2's, and 10's with full support to complete the motor activity in conjunction with counting.		
Supports: Occupational Therapist to support wrapping of wire, regular classroom teacher, 2 typical peer partners to guide.		

Data Collection Math 2 Work Sample: 1 Data Collection Period: III



WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Nicholas

Date: 4/2/2008

Content Area: Mathematics 1

Work Sample: 2

**Data Collection
Period:**

III

Setting: General Education: Math

Activity Description:

The regular classroom teacher taught the class about area. Nicholas and his typical peers all traced their hands on graph paper. All students then had to count whole squares that the square covered. Nicholas used his counting technique of counting by 1's to find the answer.

Student's Performance Relative to the Targeted Skill:

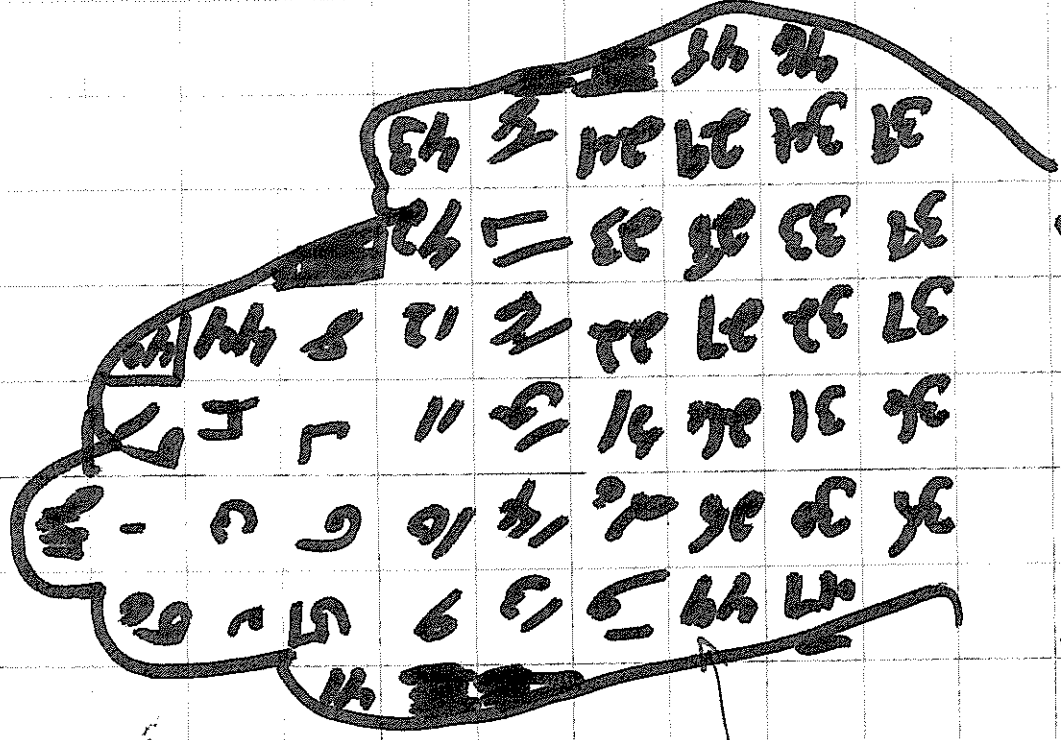
94% accuracy (counted 1-49 independently and then needed full support counting partial squares equaling 3 more).

Supports:

1:1 to scribe his counting of squares, typical peer to extend his counting to terms of area (not a goal of his), typical peer to model independent work at desks.

* Performance - 949b

* numbers
dictated
to ii



1-49
Good -
Independent
+49/52

* TP helped to
extend
counting to
Centim of area
(not a goal)

A = 52 in 3 square
A = 52 square

SELF-DETERMINATION SHEET

Math required counting

Choice

Data Collection Period: 1 2 3

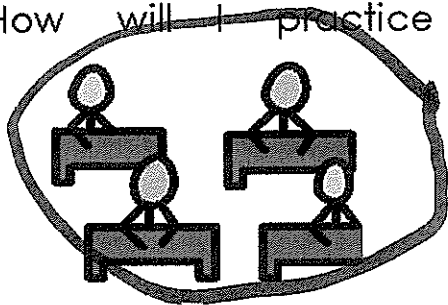
Work Sample: 1 2

Activity: Trace Hands - Counting Technique

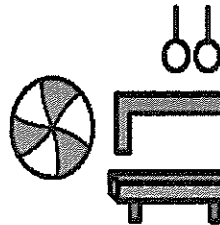
Name NICHOLA

Date 4/2/03

How will I practice my counting today?



work with class

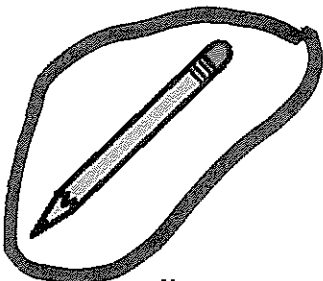


Game in gym class

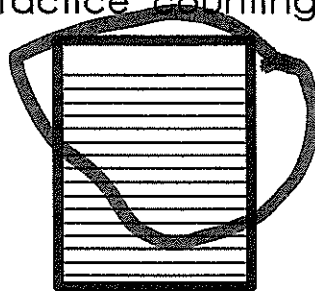


math game pencil

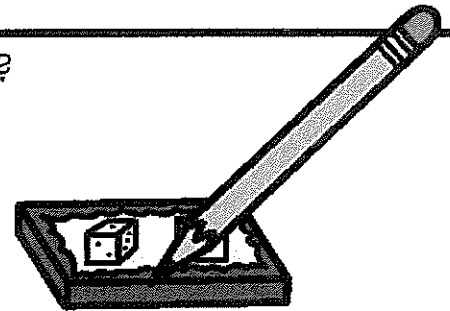
What do I need to practice counting today?



pencil

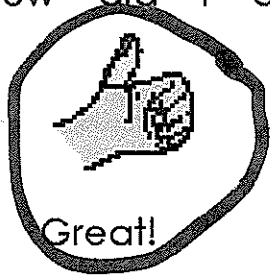


graph paper



math game

How did I do today?



Great!

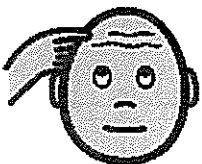


ok



I can do better

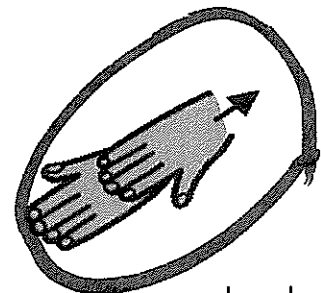
Next time I can add numbers better by



thinking before I answer

1 2 3 4 5 6

using number line



counting slowly

Entry Cover Sheet #1

Writing Required

(Grades 4, 7 and 10)

Student Name: Nicholas

SASID #

SAU #

Grade: 4

Content Standard:

Student will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.

Student Performance and Progress: ONE *Measurable* Targeted Skill:

Nicholas will fill in the blank using a variety of strategies with 80% accuracy.

Explain how the targeted skill is connected to the Content Standard:

The writing goal of filling in the blank is connected to Content Standard 2 because it will demonstrate the student's ability to write using a variety of strategies.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period. Pg. 86

Collection period I - September 17 - November 16, 2007

Two Student Work Samples Pgs. 87, 90

One Self-Determination Worksheet connected to one of the Work Samples Pg. 89

Collection Period II - November 19, 2007 - February 1, 2008

Two Student Work Samples Pgs. 93, 96

One Self-Determination Worksheet connected to one of the Work Samples Pg. 95

Collection Period III - February 4 - April 18, 2008

Two Student Work Samples Pgs. 98, 101

One Self-Determination Worksheet connected to one of the Work Samples Pg. 100

The following information must be recorded directly on each piece of evidence:

- * Student's name and date of activity
- * Accuracy of performance
- * Cues, prompts or other assistance required by the student to complete the task
- * Setting in which the activity occurred
- * People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

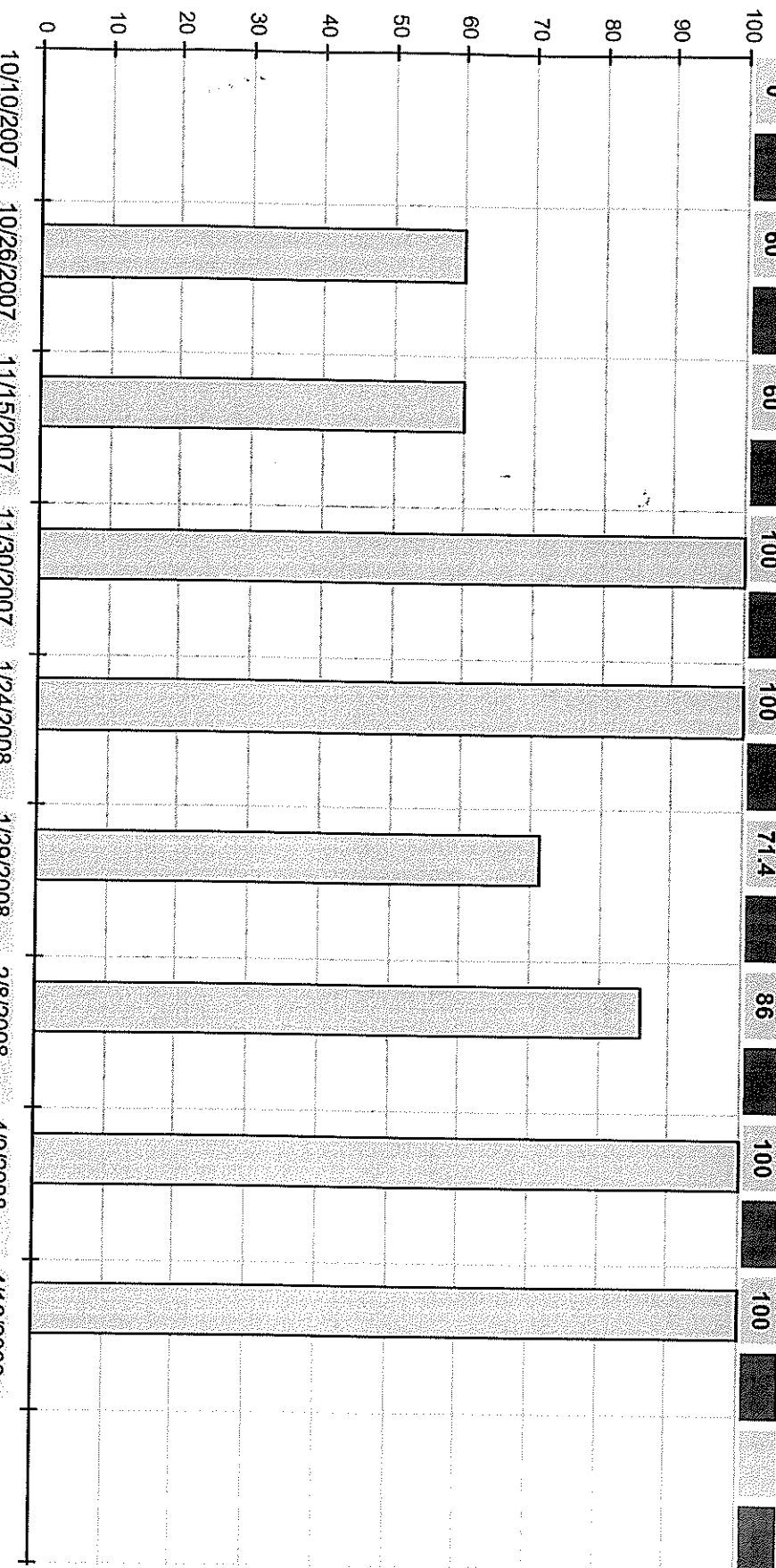
Student Name: Nicholas

SASD #

SAU #

Grade: 4

Writing Required: Fill In the Blank With 80% Accuracy



Brief Description of Data

Nicholas used pictures to fill in the blanks to write a story about going to the park.

Nicholas used a word bank to fill in the blanks to write weather facts.

Nicholas used a word bank to fill in the blanks to write weather facts.

Nicholas used a word bank to fill in the blanks to write New Hampshire facts.

Nicholas used a word bank to fill in the blanks to write about mania rays.

Nicholas used a word bank to fill in the blanks to write about butterflies. He exceeded his goal of 80% with 5/5 correct. We increased the blanks to 7.

Nicholas used a word bank to fill in the blanks to write about caterpillars.

Nicholas used a word bank to fill in the blanks to write about bones.

Nicholas used a word bank to fill in the blanks to write about bones.

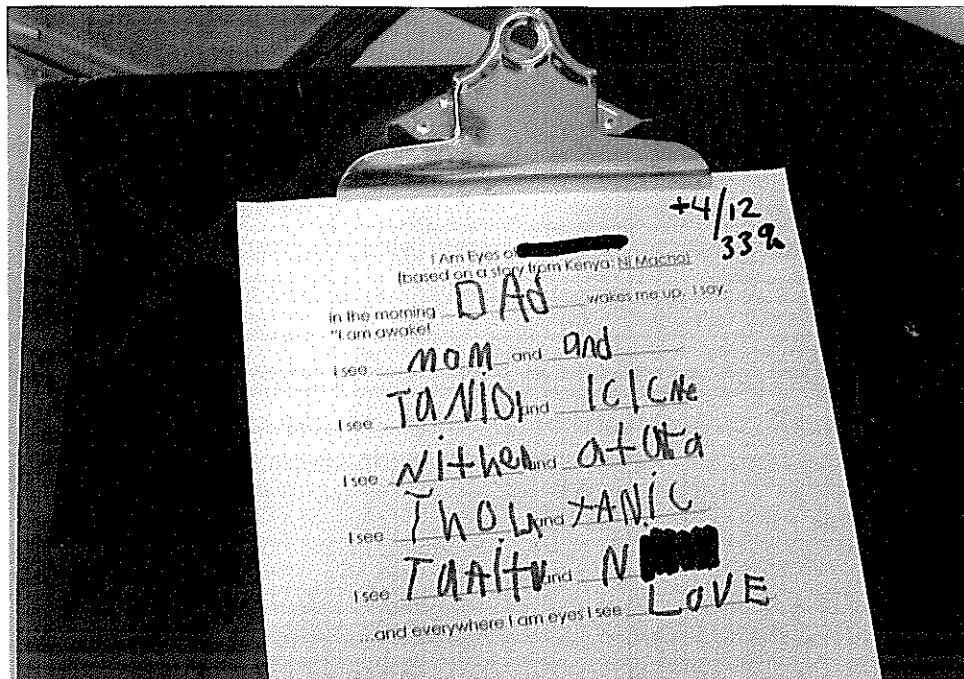
Key

percent accuracy

Comments:

"Fill in the blank" data was collected using curriculum activities Nicholas completed in class. Various strategies are listed in the goal on the cover sheet, such as word banks. At the end of the 2nd data collection period, the number of blanks was increased from 5 to 7 after the goal was reached.

WORK SAMPLE # 1



Student Work Sample Label	
Attach to Work Sample	
Student Name: Nicholas [redacted]	Date: 9/25/2007
Content Area: Writing 1	
Work Sample: 1	
Data Collection Period: I	Setting: General Education: Writing Class
Activity Description: Regular classroom teacher instructed the class to write a poem about their town based on the book I AM EYES. Nicholas used a fill in the blank template to write what he saw in town. Nicholas used pictures to help him fill in the blank.	
Student's Performance Relative to the Targeted Skill: Nicholas answered +4/12 demonstrating 33% accuracy in filling in the blank.	
Supports: Occupational Therapist, typical peer to model quiet writing at seat, quiet area, thin marker, slant board.	

9/25/07

+4/12

33%

I Am Eyes of [REDACTED]
(based on a story from Kenya: Ni Macho)

In the morning DAD wakes me up. I say,
"I am awake!"

I see MOM and and.

I see TANIO and IC/CNE.

I see NITHEN and at Uta.

I see THOL and TANIC.

I see TAAITV and NICK.

...and everywhere I am eyes I see LOVE.



Activity: *I See Activity*

SELF-DETERMINATION SHEET
Writing required Fill in the blank

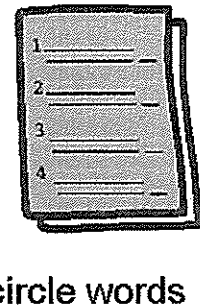
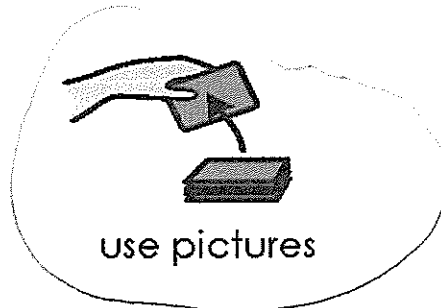
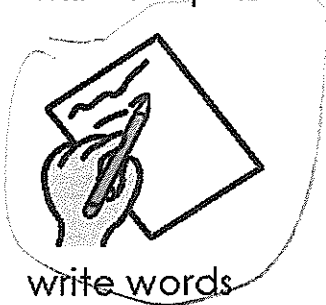
Data Collection Period: 1 2 3

Work Sample: 1 2

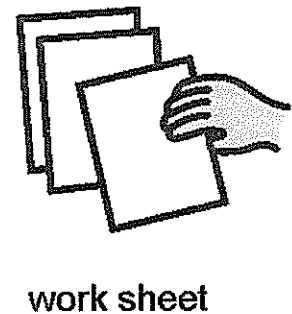
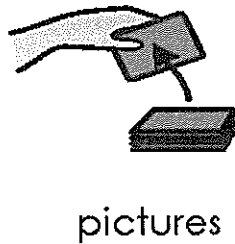
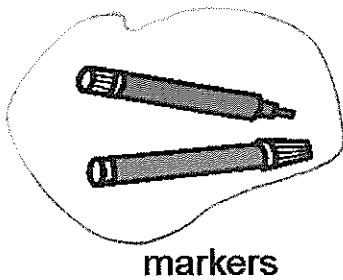
9/25/07

Name *Alfredo* Date *9/29/07*

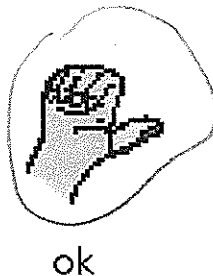
How will I practice filling in the blanks today?



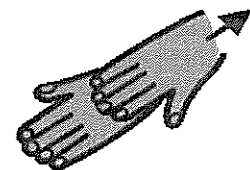
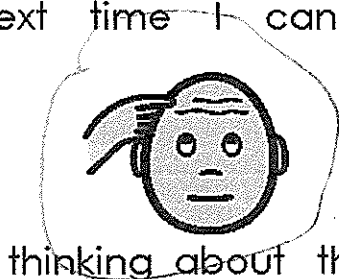
What do I need to practice my filling in the blank today?



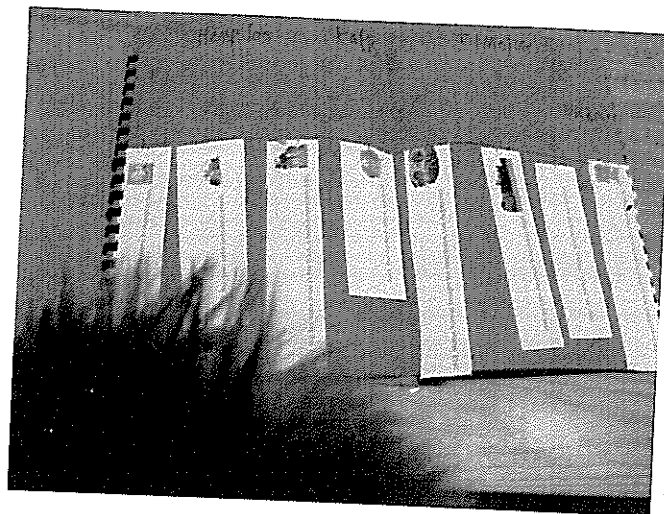
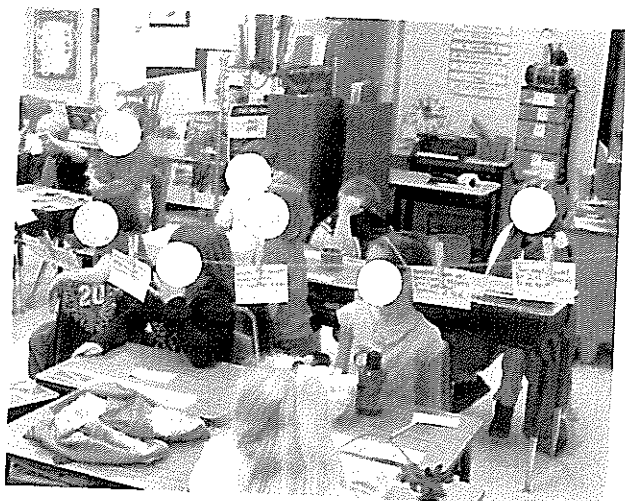
How did I do today?



Next time I can fill in the blank better by:



WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Nicholas [REDACTED]

Date: 10/10/2007

Content Area: Writing 1

Work Sample: 2

Data Collection Period:

I

Setting: General Education: Science & Social Studies

Activity Description:

Students acted out the events of a timeline on the history of [REDACTED], created by the regular classroom teacher. Nicholas worked with his typical peers to learn the facts. Nicholas then used the acting and pictures to help him fill in the blank to write the facts in his book.

Student's Performance Relative to the Targeted Skill:

Nicholas answered +5/5 items correctly showing 100% accuracy.

Supports:

Regular classroom teacher modified fill in the blank timeline, typical peer interaction to act out facts, Occupational Therapist support, thin marker, picture supports.

10/10/07 +5/5



1913 Walter Farmer bought the land that is now

Apple Creek



1949

~~Apple Creek~~ School

was built.



1962 Mr.

~~Samuel~~

began teaching at our school.



2002 The Sugar Shack was built for 5th grade maple sugar projects.



1638 The first people came to [REDACTED]



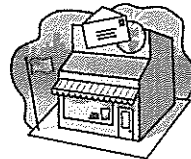
1712 The town votes to build a school.



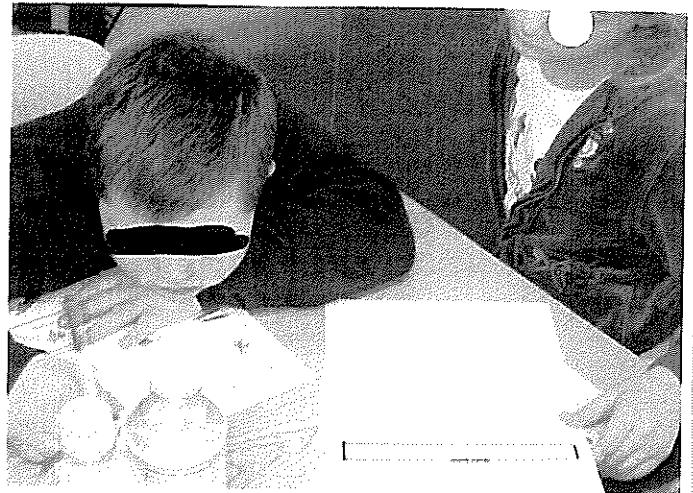
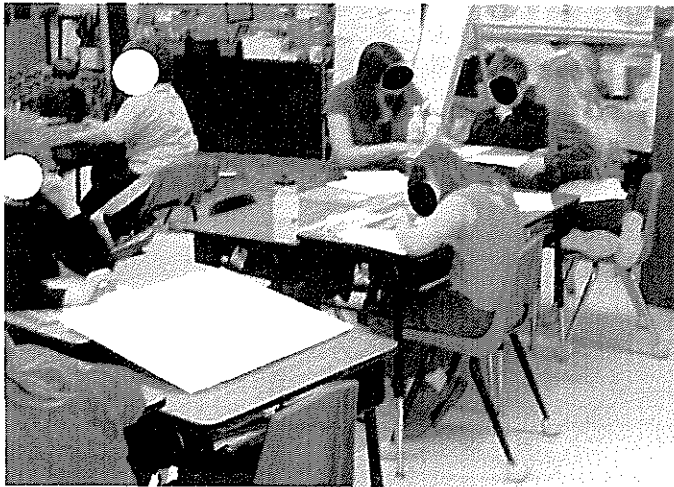
1732 The first horse show in the U.S.A. is held in [REDACTED]



1814 The first Post Office was built.



WORK SAMPLE # 1



Student Work Sample Label	
<i>Attach to Work Sample</i>	
Student Name: Nicholas [REDACTED]	Date: 1/24/2008
Content Area: Writing 1	
Work Sample: 1	
Data Collection Period: II	Setting: General Educator: Writing/Science Content
Activity Description: The regular classroom teacher taught the class about classifying insects. Nicholas chose to read about Butterflies and Caterpillars with a typical peer. Nicholas used his strategies to fill in 4 blanks with Science words. The typical peer helped Nicholas find the information in the book. Nicholas located the word in the word bank and wrote the word on the line.	
Student's Performance Relative to the Targeted Skill: 100% accuracy in completing +4/4 words with typical peer support.	
Supports: Modified text, regular classroom teacher guidance to stay on task, thin marker, teacher assistant created worksheet.	

Name NICHOLAS Date 1/24/09 Time 9:30
12:00

Nicholas, fill in the blank using the words in the Word Bank. After you fill in the blank read each sentence to make sure the word you used sounds correct.

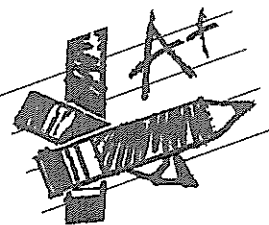
+ 4/4

Word Bank

caterpillar ~~X~~ shell ~~X~~ pupa ~~X~~ yellow ~~X~~ butterfly ~~X~~ eggs ~~X~~ leaves

The mother butterfly lays

eggs



Most butterfly eggs are

yellow

The

caterpillar

comes out of the egg.

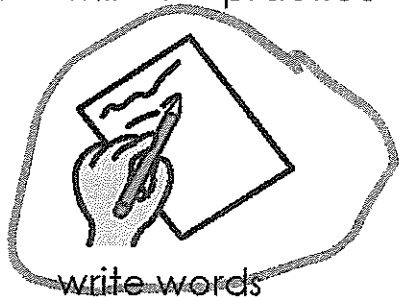
The caterpillar eats

shell

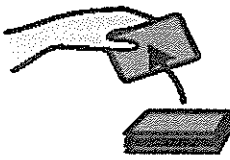
Name NICHOLAS

Date 1/24/08

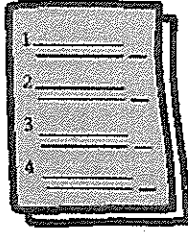
How will I practice filling in the blanks today?



write words

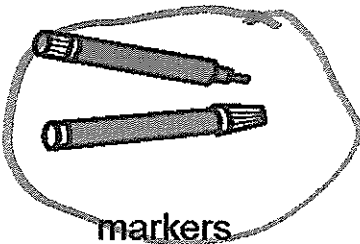


use pictures

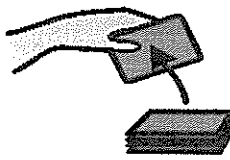


circle words

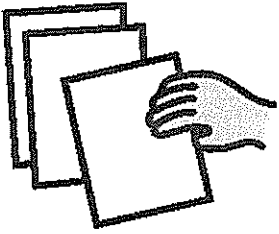
What do I need to practice my filling in the blank today?



markers

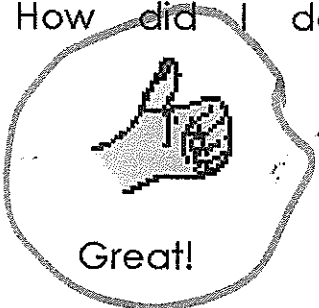


pictures



work sheet

How did I do today?



Great!



ok

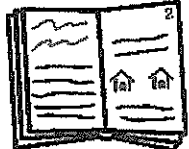


I can do better

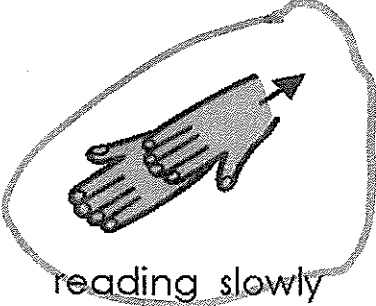
Next time I can fill in the blank better by:



thinking about the story



look at the pictures



reading slowly

WORK SAMPLE # 2

Work Sample on Following Page

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name: Nicholas [REDACTED]	Date: 1/29/2008
Content Area: Writing 1	
Work Sample: 2	
Data Collection Period: II	Setting: General Education: Writing
Activity Description: Nicholas worked on filling in the blank on the butterfly life facts with the regular classroom teacher.	
Student's Performance Relative to the Targeted Skill: 71% accuracy in +5/7 times independently filling in blank, 100% accuracy in +7/7 times with support.	
Supports: 1:1 aide, regular education teacher created worksheet, thin marker.	

Name NICHOLAS Date 11/29/08 Time 2:30

Nicholas, fill in the blank using the words in the Word Bank. After you fill in the blank read each sentence to make sure the word you used sounds correct.

W
SUPER

+ 5/7 + 7/7 w/ support
independent

Word Bank

~~caterpillar~~ ~~shell~~ ~~pupa~~ ~~yellow~~ ~~butterfly~~ ~~eggs~~ ~~leaves~~

The mother butterfly lays eggs.

Most butterfly eggs are yellow.

x needed support The caterpillar comes out of the egg.

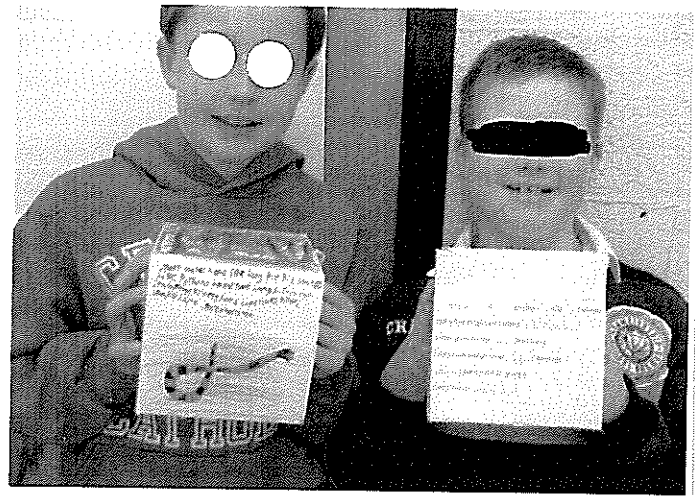
The caterpillar eats leaves.

x needed support The caterpillar makes a hard shell.

The hard shell is called a pupa.

The pupa changes into a butterfly.

WORK SAMPLE # 1



Student Work Sample Label

Attach to Work Sample

Student Name: Nicholas [REDACTED]

Date: 2/29/2008

Content Area: Writing 1

Work Sample: 1

Data Collection Period:

III

Setting: General Education: Science

Activity Description:

All students were working on a biome cube project in class. The regular classroom teacher instructed the class on directions for each face. Nicholas chose to show facts about lions in the Savanna by filling in the blank. A typical peer assisted Nicholas to use his word bank strategy. Nicholas shared his facts with the class.

Student's Performance Relative to the Targeted Skill:

100% accuracy completing +5/5 using word bank strategy

Supports:

Regular classroom teacher modified project, typical peer to read over sentences with him, 1:1 to assist with word bank strategy.

2/29/08

100% ^{+5/5}

Africa

6

✓
prides

400

Female.

Lions live in groups called prides

Lions grow to be 6 feet long.

Lions can weigh over 400 pounds.

Female lions hunt in groups.

Lions live in Africa

Activity: Lions

Data Collection Period: 1 ② 3

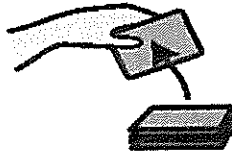
Name NICHOLAS

Date 2/29/2008

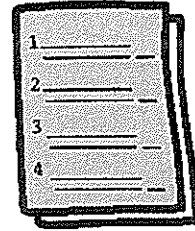
How will I practice filling in the blanks today?



write words



use pictures

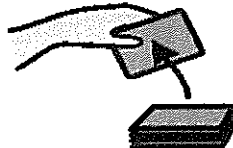


circle words

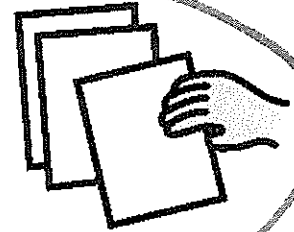
What do I need to practice my filling in the blank today?



markers

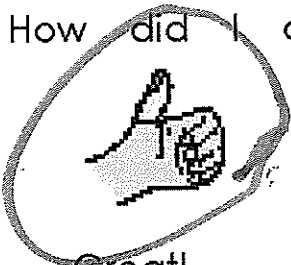


pictures



work sheet

How did I do today?



Great!

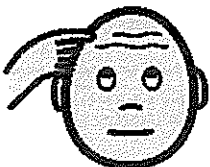


ok

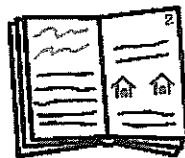


I can do better

Next time I can fill in the blank better by:



thinking about the story

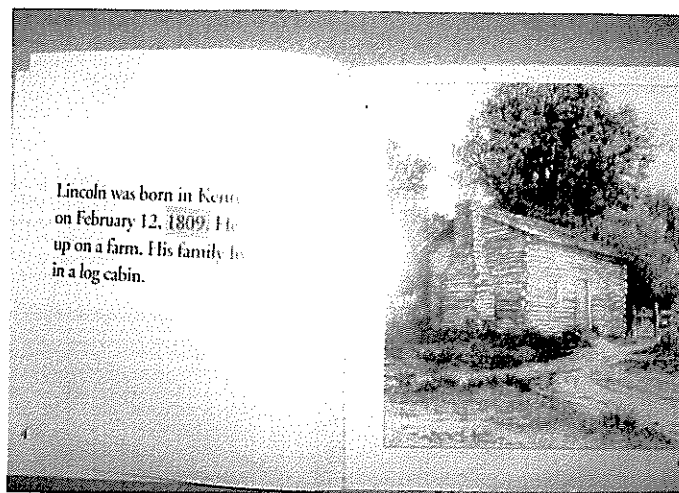
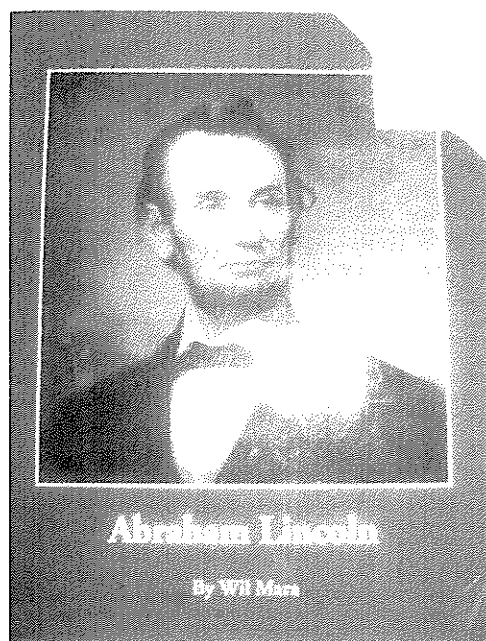


look at the pictures



reading slowly

WORK SAMPLE # 2



Student Work Sample Label	
<i>Attach to Work Sample</i>	
Student Name: Nicholas [REDACTED]	Date: 3/13/2008
Content Area: Writing 1	
Work Sample: 2	
Data Collection Period: III	Setting: General Education: Readers Workshop (Silent Reading)
Activity Description: <p>Typical peers were reading quietly while the teacher read with a group. Nicholas chose to read his biography and complete a worksheet to practice writing facts. Nicholas used words that were highlighted in his book to fill in the blank. The regular classroom teacher asked Nicholas to read his sentences to her to see if they made sense.</p>	
Student's Performance Relative to the Targeted Skill: <p>100% accuracy in completing +5/5 fill in the blank answers.</p>	
Supports: <p>Yellow highlighter tape, 1:1 to assist with reading accuracy, typical peer to model quiet reading and independent work.</p>	

+5/5

3/13/08

On 2/12/1909 Abraham Lincoln was

shot in a log cabin. In 1860

President Lincoln lived in the white

house. President Lincoln was shot in the

head by a man named Booth.

Lincoln died the next day.

Photocopy of Worksheet

Entry Cover Sheet #2

Writing Choice (Grades 4, 7 and 10)

Student Name: Nicholas [REDACTED] SASID # [REDACTED] SAU # [REDACTED] Grade: 4

Content Standard:

Content Standard 6: Student will demonstrate competence in using the interactive language process of reading, writing, speaking, listening, and viewing to communicate effectively.

Student Performance and Progress: ONE Measurable Targeted Skill:

Nicholas will write and/or dictate a note/letter/e-mail to engage in communication with no more than 1 prompt (prompts include date, greeting, name, message, closing, signature).

Explain how the targeted skill is connected to the Content Standard:

The goal of writing to engage in communication is related because it will demonstrate the student's ability to write or dictate through a note/letter/e-mail to communicate information to a variety of people.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period. Pg. 104

Collection period I - September 17 - November 16, 2007

Two Student Work Samples Pgs. 105, 108
One Self-Determination Worksheet connected to one of the Work Samples Pg. 107

Collection Period II - November 19, 2007 - February 1, 2008

Two Student Work Samples Pgs. 110, 112
One Self-Determination Worksheet connected to one of the Work Samples Pg. 114

Collection Period III - February 4 - April 18, 2008

Two Student Work Samples Pgs. 115, 117
One Self-Determination Worksheet connected to one of the Work Samples Pg. 119

The following information must be recorded directly on each piece of evidence:

- * Student's name and date of activity
- * Accuracy of performance
- * Cues, prompts or other assistance required by the student to complete the task
- * Setting in which the activity occurred
- * People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

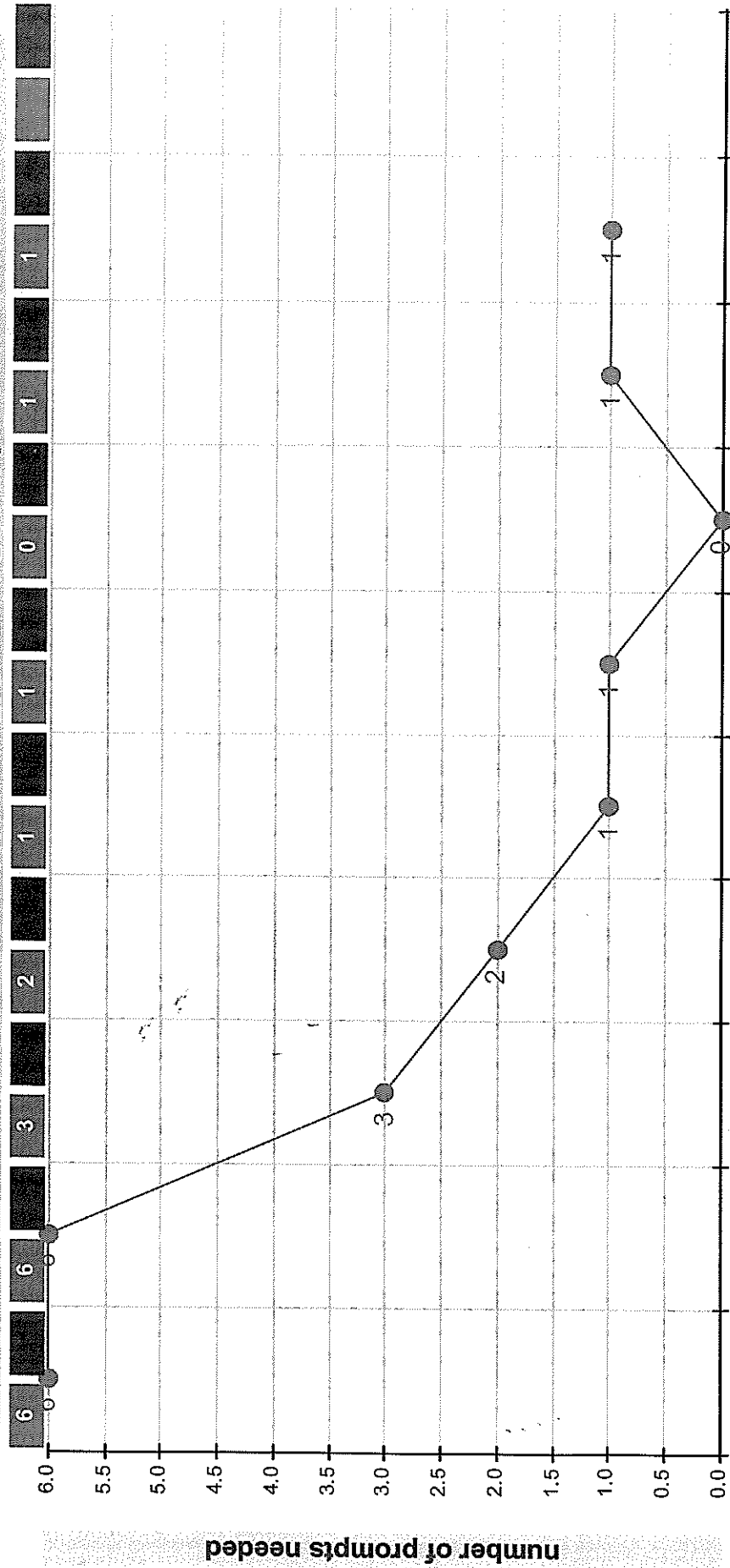
Student Name: Nicholas

SASID #

SAU #

Grade: 4

Writing Choice: Writing a Letter - decreasing prompts from 6 to 1



Date

Brief Description of Data

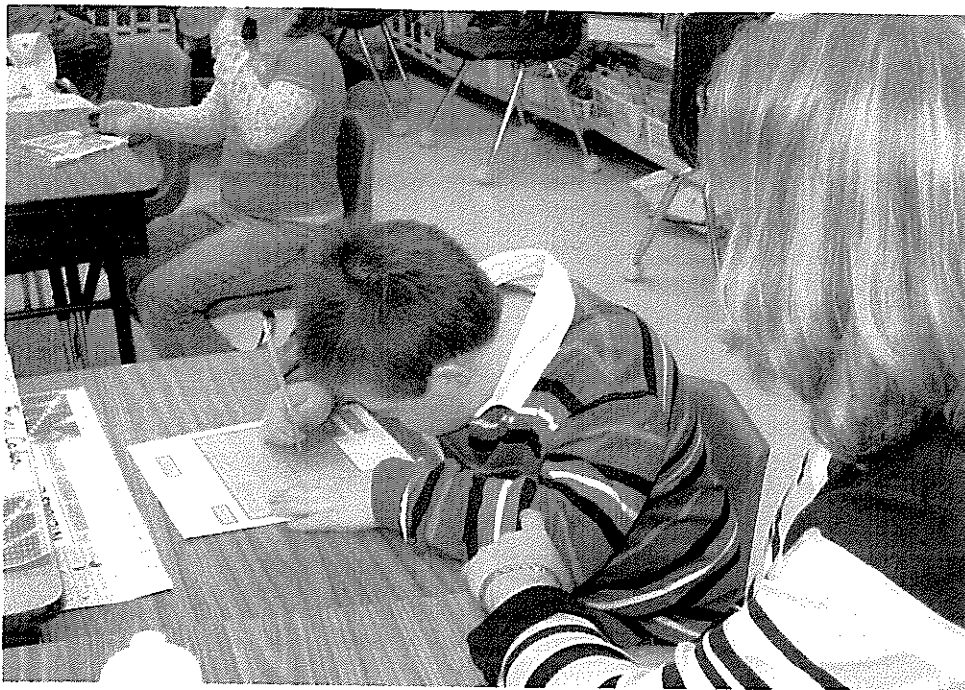
Key

prompts needed



Comments: The six prompts for writing a letter in correct format are date, greeting, name, message, closing, signature.

WORK SAMPLE # 1

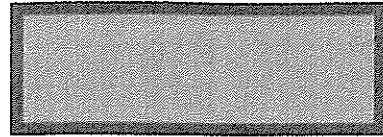
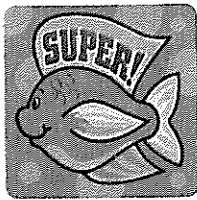


Student Work Sample Label

Attach to Work Sample

Student Name: Nicholas [REDACTED]		Date: 9/18/2007
Content Area: Writing 2		
Work Sample: 1		
Data Collection Period: I	Setting: Special Education: Occupational Therapy	
Activity Description: Nicholas chose to write a letter to a friend. Nicholas first worked with Occupational Therapist (OT) to learn the six parts of a letter. He verbalized words out loud and the OT helped him spell the words he did not know how to spell.		
Student's Performance Relative to the Targeted Skill: Nicholas needed prompting on all six parts of the letter demonstrating a score of 0% accuracy since the goal is no more than 2 prompts.		
Supports: Occupational Therapist, OT room, colored coded letter template, thin markers, dictation for spelling support.		

*needed all 6 prompts

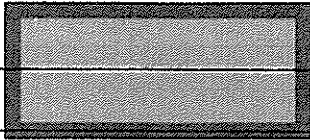


①

4/10/09

④

②



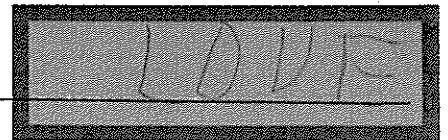
Dear

My [redacted]

And [redacted] is pretty
would you care to
The mall with me
Will you watch
movies with me. I can

③

⑤



Love

⑥



SELF-DETERMINATION SHEET

Writing choice letter

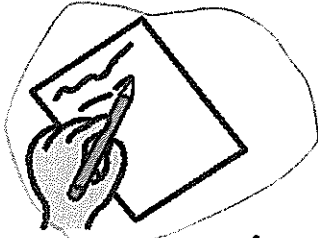
Work Sample: ① 2

Activity: Letter to a Friend

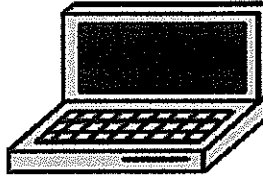
Data Collection Period: ① 2 3

Name NICHOLAS Date 9/10/10

How will I practice writing today?



write to a friend

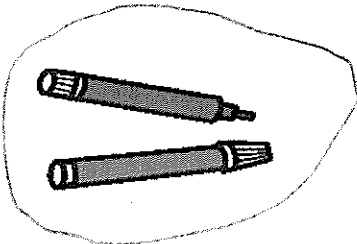


write an e-mail

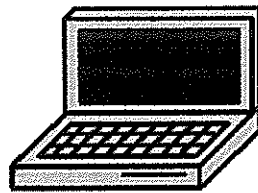


write a postcard

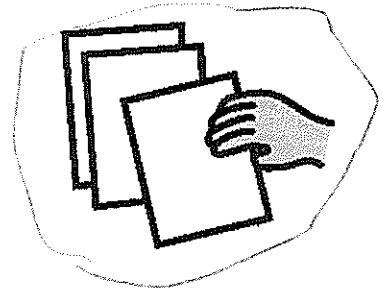
What do I need to practice?



markers



computer



paper

How did I do today?



Great!

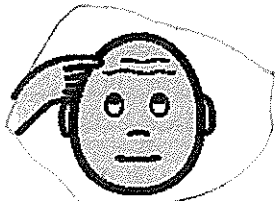


ok

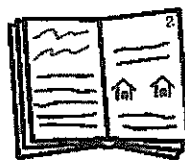


I can do better

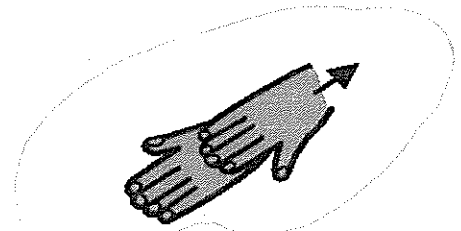
Next time I can write better by:



thinking about writing



look at the alphabet



write slowly

The student read each Self-Determination sheet with support and circled choices independently.

WORK SAMPLE # 2**Student Work Sample Label***Attach to Work Sample***Student Name:** Nicholas [REDACTED]**Date:** 10/1/2007**Content Area:** Writing 2**Work Sample:** 2**Data Collection Period:**

I

Setting: General Education: Writing & Social Studies**Activity Description:**

Nicholas received whole class instruction from regular classroom teacher with typical peers during writing and social studies on creating postcards, to include in a book on their town. Nicholas used a template to identify parts of a letter, dictated his responses and then copied his responses onto a self-created postcard.

Student's Performance Relative to the Targeted Skill:

Nicholas needed prompting on all six parts of the letter demonstrating 0% accuracy since the goal is no more than 2 prompts.

Supports:

1:1 support, letter template, preferred seating, thin marker.



X X.1+2

X=needed prompt
needed 6 of 6 prompts

Hi K [REDACTED]

I want you to

K [REDACTED]

X3

come visit our
school

23 Main St

[REDACTED]

FL

X4

Nicholas

X5

X6 (wrong location)
10/28/07

WORK SAMPLE # 1



Nicholas wrote
his aide a
letter inviting
her to lunch.

Student Work Sample Label

Attach to Work Sample

Student Name: Nicholas [REDACTED] **Date:** 12/11/2007

Content Area: Writing 2

Work Sample: 1

Data Collection Period: II
Setting: Special Education: Occupational Therapy

Activity Description:

Nicholas chose to write a letter to his aide. Nicholas worked with the occupational therapist to complete six parts of his letter. He verbalized words out loud and the OT helped him spell the words.

Student's Performance Relative to the Targeted Skill:

Nicholas only needed one prompt on the date section of the letter.

Supports:

Occupational Therapist, OT Room, color coded letter template, thin markers, dictation support for spelling.

1 prompt needed on
date



13/1/07

Dear

Ms. D

THANK YOU MS. D
FOR HAVING LUNCH WITH
ME. WOULD YOU WANT TO
COME HAVE LUNCH AT MY
HOUSE? THANK YOU.

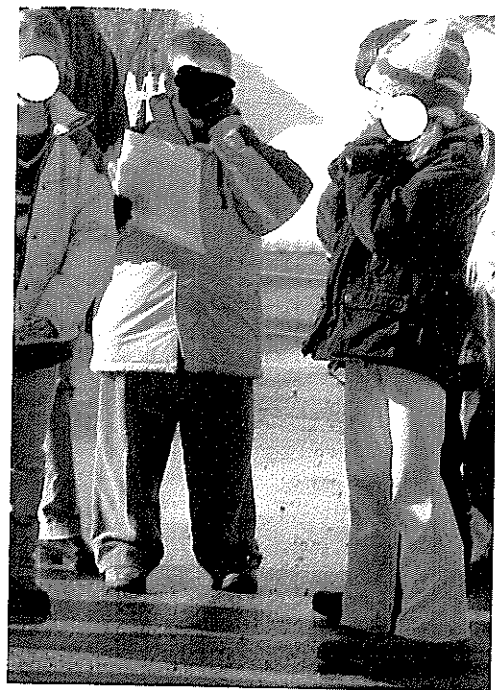
LOVE

(1 prompt
needed)

+5
6

Nicholas

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Nicholas [REDACTED]

Date: 1/18/2008

Content Area: Writing 2

Work Sample: 2

**Data Collection
Period:**

II

Setting: General Education: Community Setting/Writing

Activity Description:

To learn about Civil Rights Day, the regular classroom teacher taught the students about famous quotes, ie. "I Have a Dream." Students returned to their desks for the writing assignment. Nicholas chose to write a letter to Dr. King about his own dream. Using a template he wrote the letter on his own. He recopied his letter for accuracy. Nicholas read his letter to a group of typical peers.

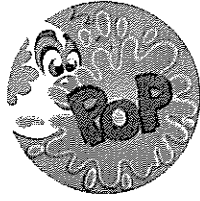
Student's Performance Relative to the Targeted Skill:

1 prompt required because Nicholas forgot if his name went on the top or the bottom of the letter.

Supports:

Thin marker, regular classroom teacher created template, typical peers modeling writing, 1:1 aide.

1 prompt needed for name (signature)



1/18/08

Dear

Dr King

I dream of being a
dentist

LOVE

Nicholas

Letter to
Activity: Dr. Martin Luther King

SELF-DETERMINATION SHEET
Writing choice letter

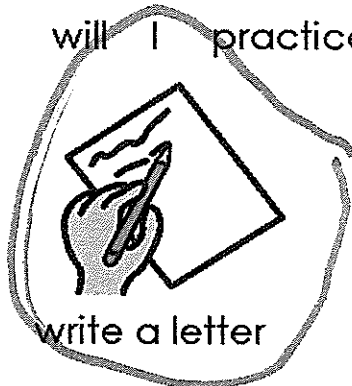
Data Collection Period: 1 2 3

Work Sample: 1 (2)

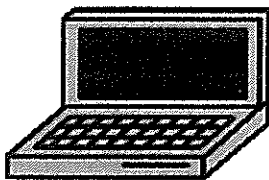
Name Nicholas

Date 1/15/07
1:19:00

How will I practice writing today?



write a letter

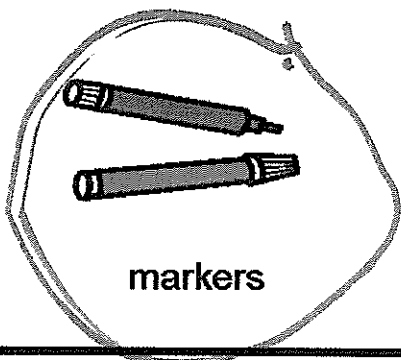


write an e-mail

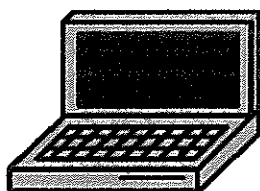


write a postcard

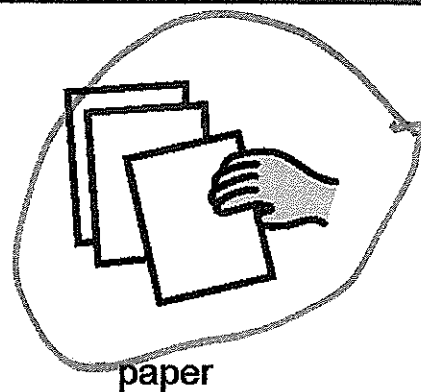
What do I need to practice my writing?



markers

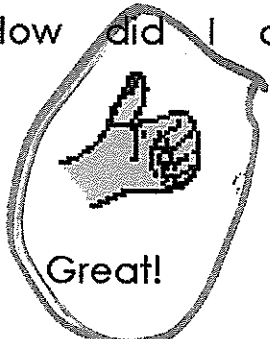


computer



paper

How did I do today?



Great!



ok



I can do better

Next time I can write better by:



thinking about writing

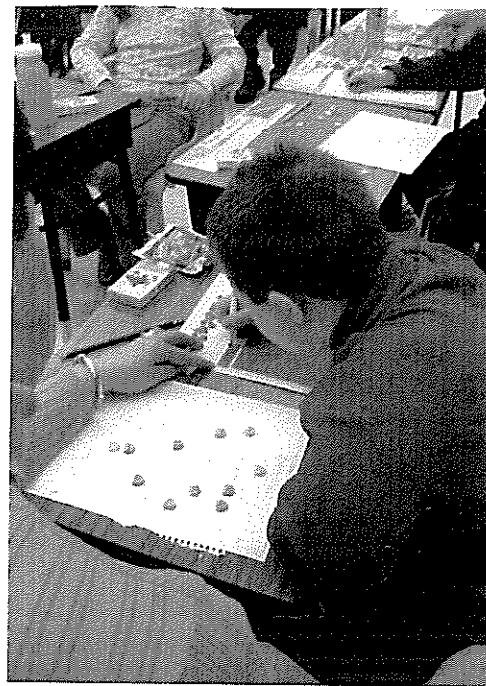
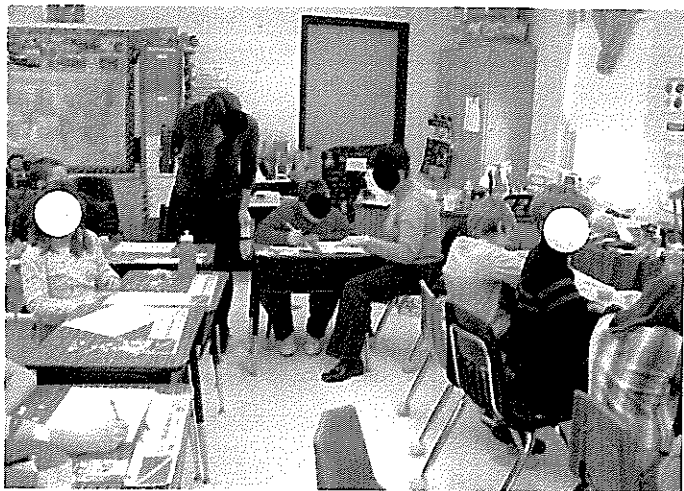


look at the alphabet



write slowly

WORK SAMPLE # 1



Student Work Sample Label

Attach to Work Sample

Student Name: Nicholas [REDACTED]

Date: 2/14/2008

Content Area: Writing 2

Work Sample: 1

**Data Collection
Period:**

III

Setting: General Education: Valentine's Day Brunch Activity

Activity Description:

During the class Valentine Day Brunch, students watched the regular classroom teacher model a letter writing activity with candy conversation hearts. Nicholas and classmates wrote Valentine Day letters and shared them aloud.

Student's Performance Relative to the Targeted Skill:

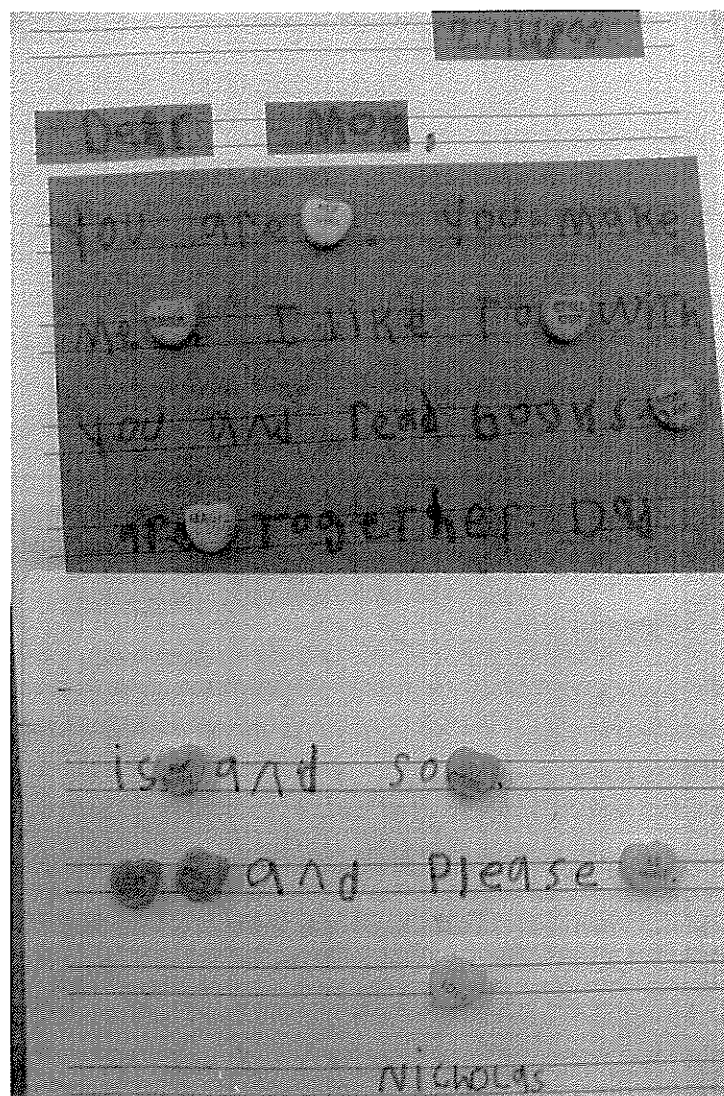
Nicholas received the full 6 prompts.

Supports:

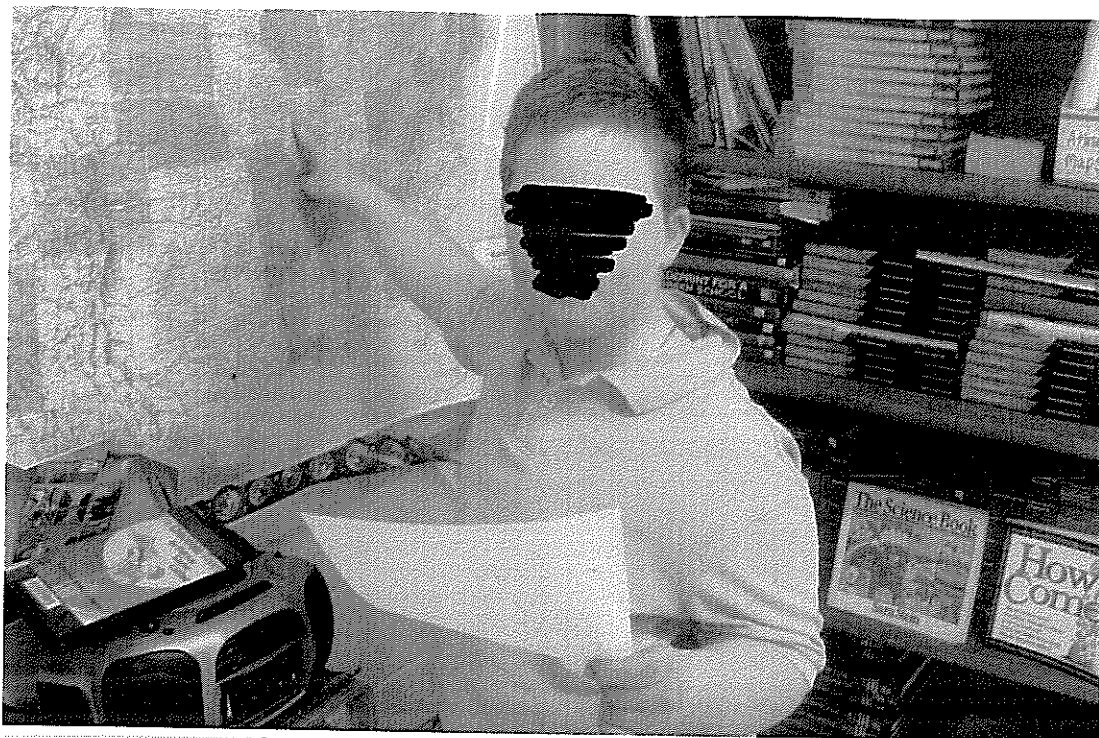
Mother of student, who was volunteering, assisted with the 6 parts of his letter, letter template, regular classroom teacher to model candy writing, typical peers to share letter with.

Picture of Writing 2, Work Sample 1, Data Collection Period III

* all 6 prompts
given



WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Nicholas [REDACTED]

Date: 4/3/2008

Content Area: Writing 2

Work Sample: 2

Data Collection Period:

III

Setting: General Education: Social Studies

Activity Description:

The class received letters from across the country for the Great Mail Race. The regular classroom teacher read 4 letters to the class. Nicholas and his typical peers each picked a letter to respond to. The regular classroom teacher called on Nicholas to dictate parts of the letter so he could model it on the board. Nicholas dictated and wrote his letter using the form taught.

Student's Performance Relative to the Targeted Skill:

Nicholas required 3 prompts (note, closing and greeting name) when done orally to class.
Nicholas required 1 prompt (name) when done with 1:1 aide on paper.

Supports:

1:1 aide to scribe dictated letter, quiet area to finish letter.

1 prompt needed

✓1

4/13/08

✓2

Dear ^{x3} FOURTH Graders

Thank you for your letter. I am in the 4th

grade at ~~_____~~ ~~_____~~
school in ~~_____~~ ~~_____~~

4✓

NH Every year the 5th grade makes maple sugar.

I live by the ocean.

I love to eat lobster.

FROM ✓5

Nicholas ✓6

✓ = correct
X = prompt needed

Activity: Great Mail Race Letter

SELF-DETERMINATION SHEET
Writing choice letter

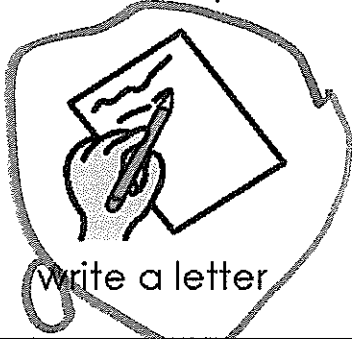
Work Sample: 1 (2)

Data Collection Period: 1 2 (3)

Name NICHOLAS

Date 11/3/08

How will I practice writing today?



write a letter

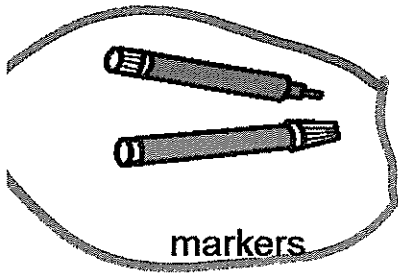


write an e-mail

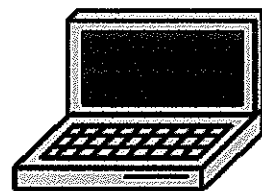


write a postcard

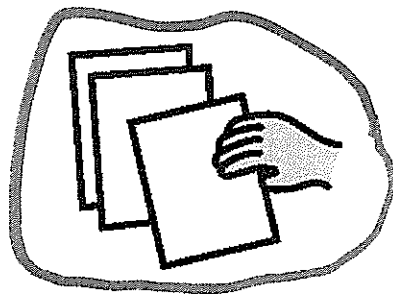
What do I need to practice my writing?



markers

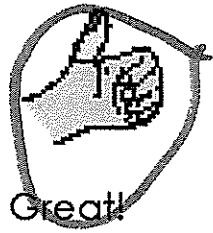


computer



paper

How did I do today?



Great!

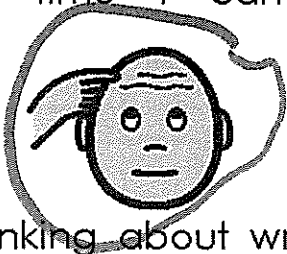


ok

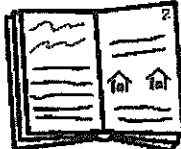


I can do better

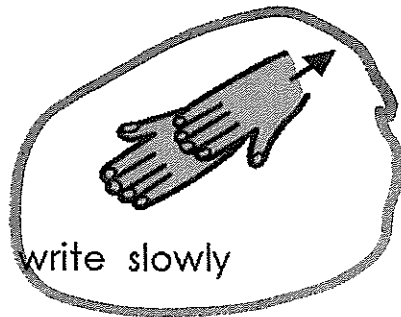
Next time I can write better by:



thinking about writing



look at the alphabet



write slowly

The student read each Self-Determination sheet with support and circled choices independently.

Entry Cover Sheet #1
Science Required
(Grades 4, 8 and 11)

Student Name: Nicholas [REDACTED] **SASID #** [REDACTED] **SAU #** [REDACTED] **Grade:** 4

Content Standard:

Student will demonstrate an increasing understanding of how the scientific enterprise operates.

Student Performance and Progress: ONE Measurable Targeted Skill:

Nicholas will read/interpret/create graphs, charts, and/or tables that contain scientific data with 80% accuracy.

Explain how the targeted skill is connected to the Content Standard:

The skill to read/interpret/create graphs, charts, and/or tables that contains scientific information is related to Content Standard 1 because it demonstrates the students ability to read/interpret graph/charts, and/or tables in a variety of setting.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period. Pg. 122

Collection period I - September 17 - November 16, 2007

Two Student Work Samples Pgs. 123, 125
One Self-Determination Worksheet connected to one of the Work Samples Pg. 127

Collection Period II - November 19, 2007 - February 1, 2008

Two Student Work Samples Pgs. 128, 131
One Self-Determination Worksheet connected to one of the Work Samples Pg. 130

Collection Period III - February 4 - April 18, 2008

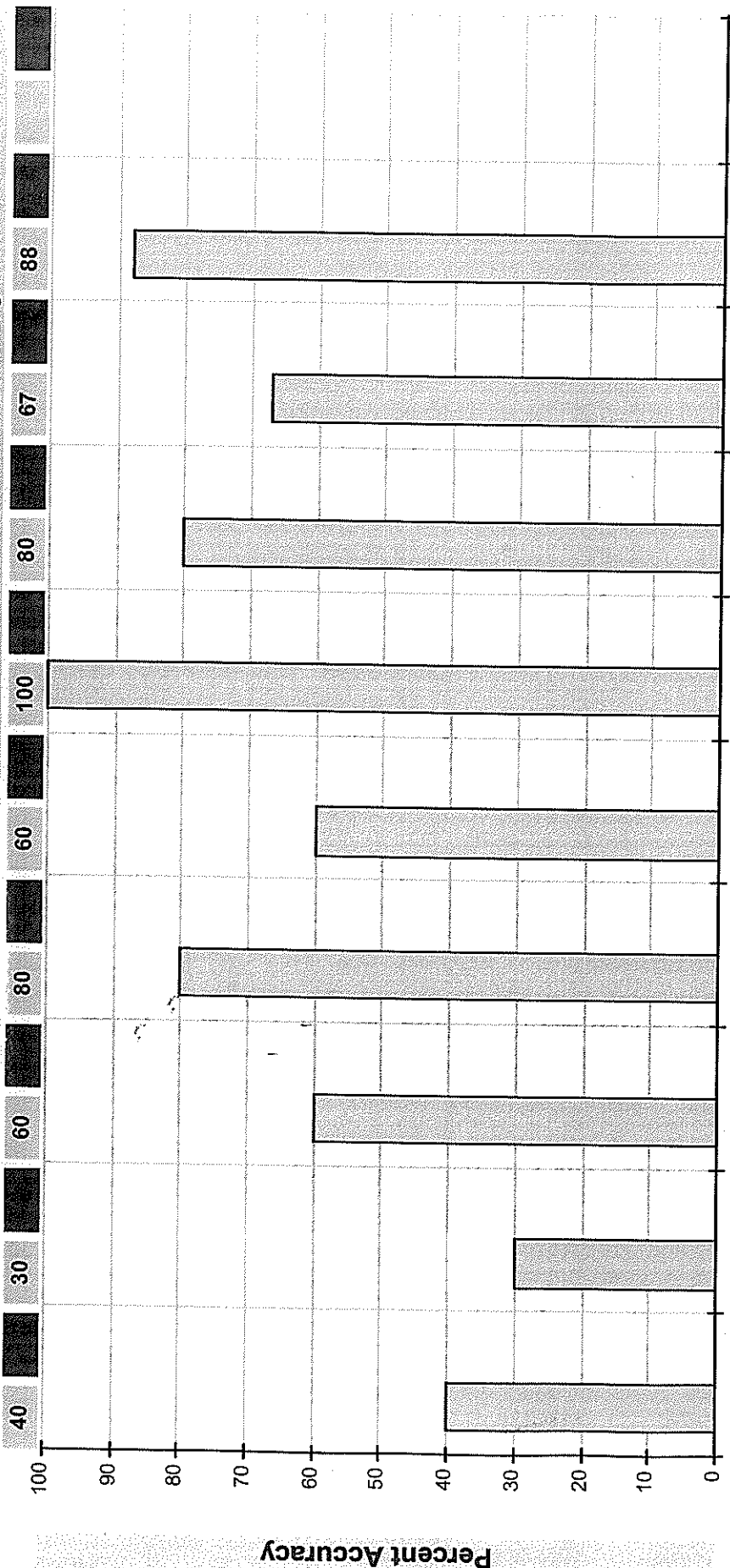
Two Student Work Samples Pgs. 133, 135
One Self-Determination Worksheet connected to one of the Work Samples Pg. 138

The following information must be recorded directly on each piece of evidence:

- * Student's name and date of activity
- * Accuracy of performance
- * Cues, prompts or other assistance required by the student to complete the task
- * Setting in which the activity occurred
- * People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

Science Required: Interpreting Graphs With 80% Accuracy



Date

Brief
Description
of Data

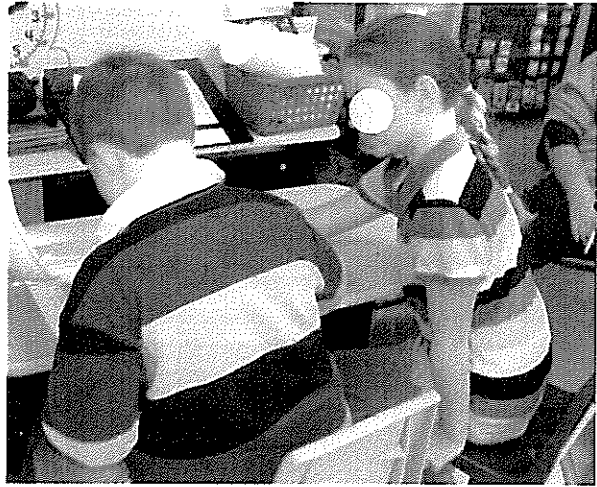
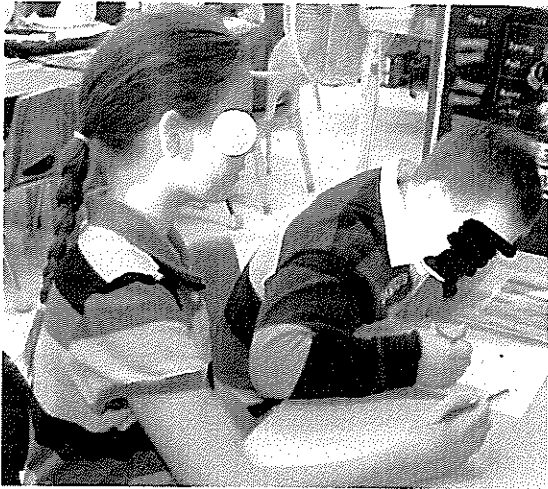
10/1/2007	Nicholas interpreted a graph about "September Weather". He dictated answers to 5 questions. He answered 2/5 correctly.
11/5/2007	Nicholas interpreted a self-created graph about "October Weather" for the class. The class asked him 10 questions. He answered 3/10 correctly.
11/16/2007	Nicholas interpreted a graph about October weather. He answered 3 of 5 questions correctly.
12/12/2007	Nicholas interpreted a graph about December weather. He answered 4 of 5 questions correctly.
1/8/2008	Nicholas interpreted a graph on December weather. He answered 3 of 5 questions correctly.
1/30/2008	Nicholas interpreted a graph on rainfall in biomes around the world. He answered 5 of 5 correctly.
2/6/2008	Nicholas interpreted a graph on temperatures in Africa. He answered 4 of 5 correctly.
3/12/2008	Nicholas interpreted a graph on body temperatures. He answered 4 of 6 correctly.
4/8/2008	Nicholas interpreted a graph on body temperatures. He answered 6 of 7 questions correctly.

Key

percent correct

Comments: Nicholas answered the questions to interpret the graphs containing scientific information in each activity. In the 3rd data collection period, the questions increased from 5 to 6 or 7 questions.

WORK SAMPLE # 1



Student Work Sample Label	
<i>Attach to Work Sample</i>	
Student Name: Nicholas [REDACTED]	Date: 10/1/2007
Content Area: Science 1	
Work Sample: 1	
Data Collection Period: I	Setting: General Education: Science & Social Studies
Activity Description: Nicholas received a lesson on weather graphs along with typical peers in his class. The regular classroom teacher created a graph to suit his needs. Nicholas learned the parts of the graph and how to read the data on "September Weather". Nicholas answered 5 questions about the graph to interpret it.	
Student's Performance Relative to the Targeted Skill: Nicholas received 20% accuracy in answering +1/5 questions about the weather graph.	
Supports: Quiet area, regular classroom teacher modified worksheet, thin marker, typical peer model, individual work at seats, 1:1 aide.	

Name

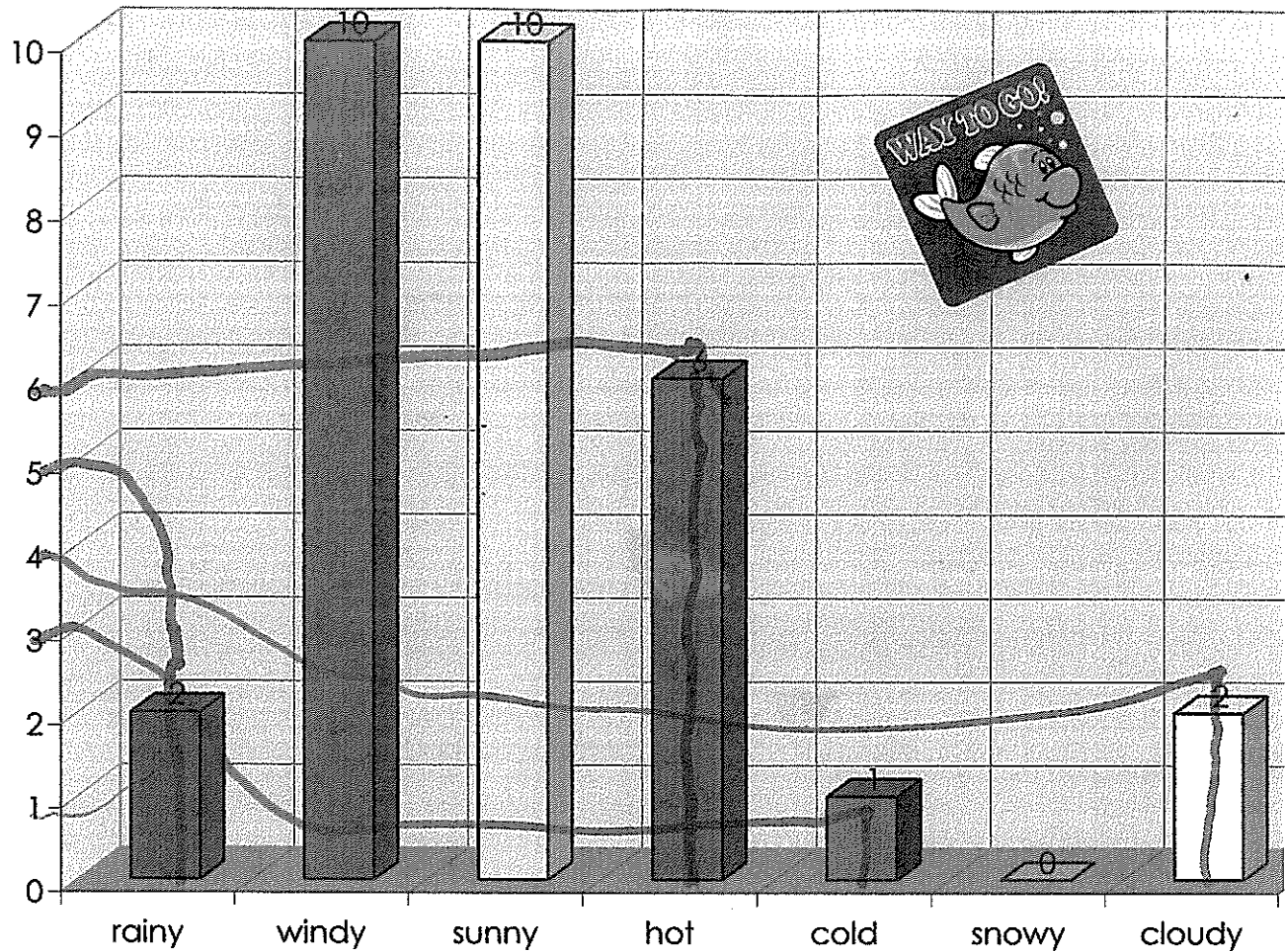
MICHAEL

Date

10/1/07

1/5

September Weather



X 1. How many days were rainy?

1

X 2. How many days were hot?

6

X 3. Were there more cold days or hot days?

hot W

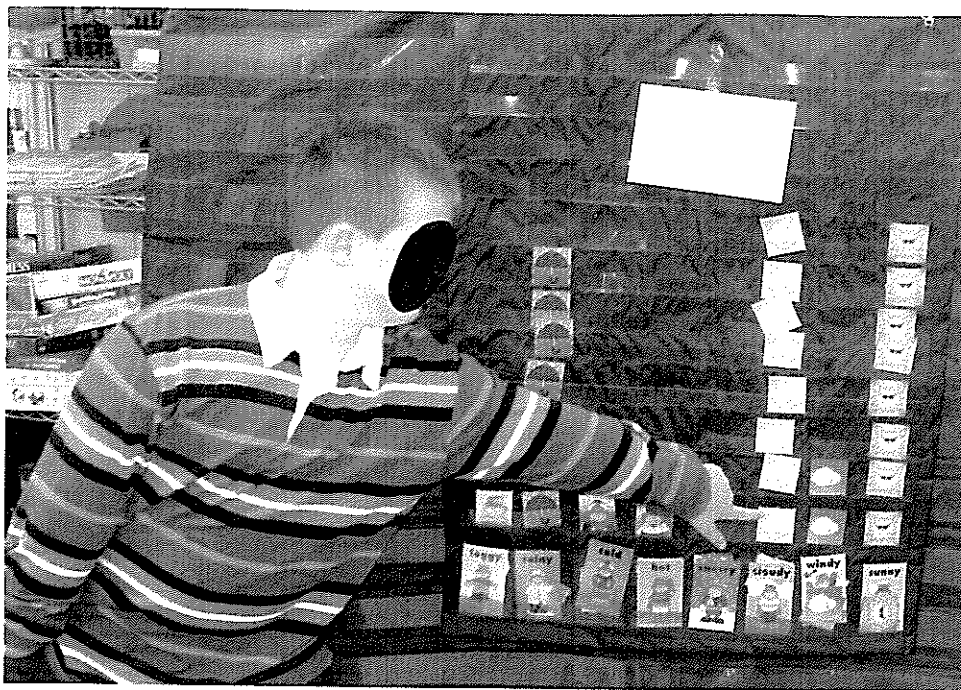
X 4. What weather had 0 days?

hot how

X 5. Why do you think there are no snowy days?

(had difficulty)

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Nicholas [REDACTED]		Date: 11/5/2007
Content Area: Science 1		
Work Sample: 2		
Data Collection Period: I	Setting: General Education: Science	
Activity Description: <p>Nicholas created a daily weather graph during October. Each day after adding a card Nicholas practiced answering interperative questions about the graph. Nicholas chose to present his completed graph to the class. Typical peers asked 10 interperative questions, regular classroom teacher ensured Nicholas' understanding of questions.</p>		
Student's Performance Relative to the Targeted Skill: <p>Nicholas answered 30% of questions independently and correctly.</p>		
Supports: <p>Bright picture weather cards on graph, typical peers, regular education teacher cueing to various points on graph, 1:1 aide.</p>		

Data Collection Science 1
Work Sample: 2
Data Collection Period: I

Presenting + Interpreting
Weather Graph

11/5/07

Questions:

1 *

6 X

* Students asked
own questions,
clarified to
Nicholas by
Regular
classroom
teacher.
Nicholas answered
orally.

2 *

7 X

3 X

8 X

4 *

9 X

5 X

10 X

* = independently correct X = needed help

SELF-DETERMINATION SHEET

Science required graphs

Data Collection Period: 1 2 3

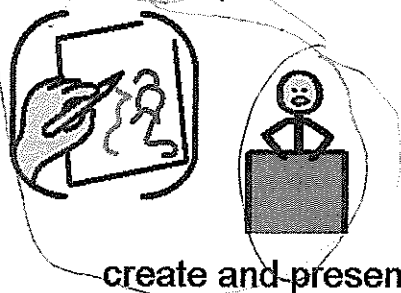
Work Sample: 1 2

Activity: *science Graph*

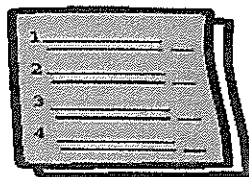
Name NICHOLAS

Date 11/5/07

How will I practice graphing?

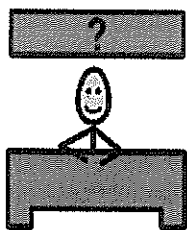


create and present

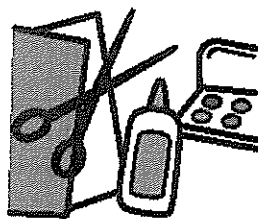


worksheet

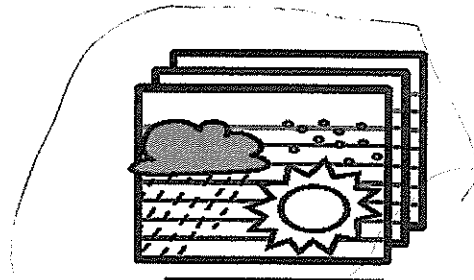
What do I need to practice graphing?



information

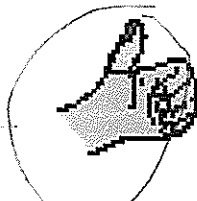


supplies



weather cards

How did I do today?



Great!

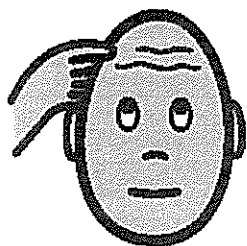


ok

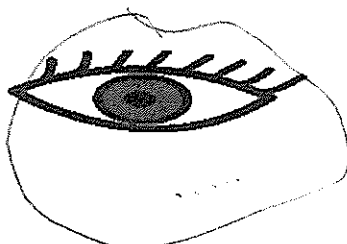


I can do better

Next time I can graph better by: tell time better by



thinking longer



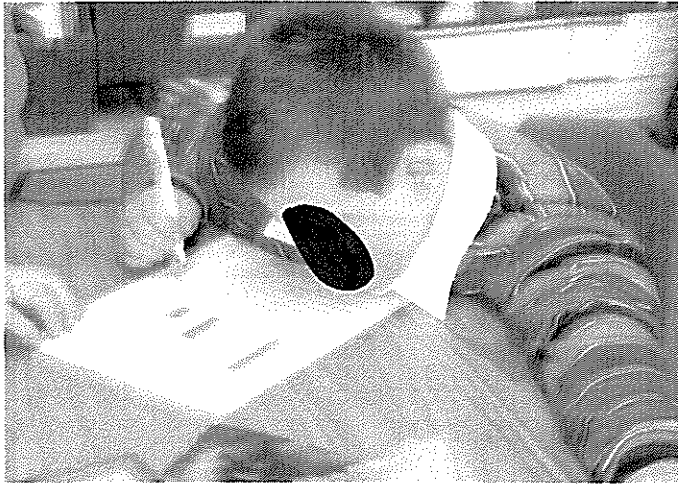
look at the graph better



work slowly

The student read each Self-Determination sheet with support and circled choices independently.

WORK SAMPLE # 1



Student Work Sample Label

Attach to Work Sample

Student Name: Nicholas [REDACTED] **Date:** 1/22/2008

Content Area: Science 1

Work Sample: 1

Data Collection Period: II **Setting:** General Education: Science

Activity Description:

The regular classroom teacher reviewed classification with the class. Nicholas worked with the Occupational Therapist and a typical peer on reading and interpreting a graph on the amount of rainfall in biomes around the world. Nicholas answered 5 questions about the graph.

Student's Performance Relative to the Targeted Skill:

80% accuracy in correctly answering +4/5 questions with typical peer, 100% accuracy in answering +5/5 questions with full support.

Supports:

Occupational Therapist to assist in reading graph, typical peer to show pictures of biomes, regular classroom teacher created worksheet, thin marker, 1:1 aide.

Name

Nicholas

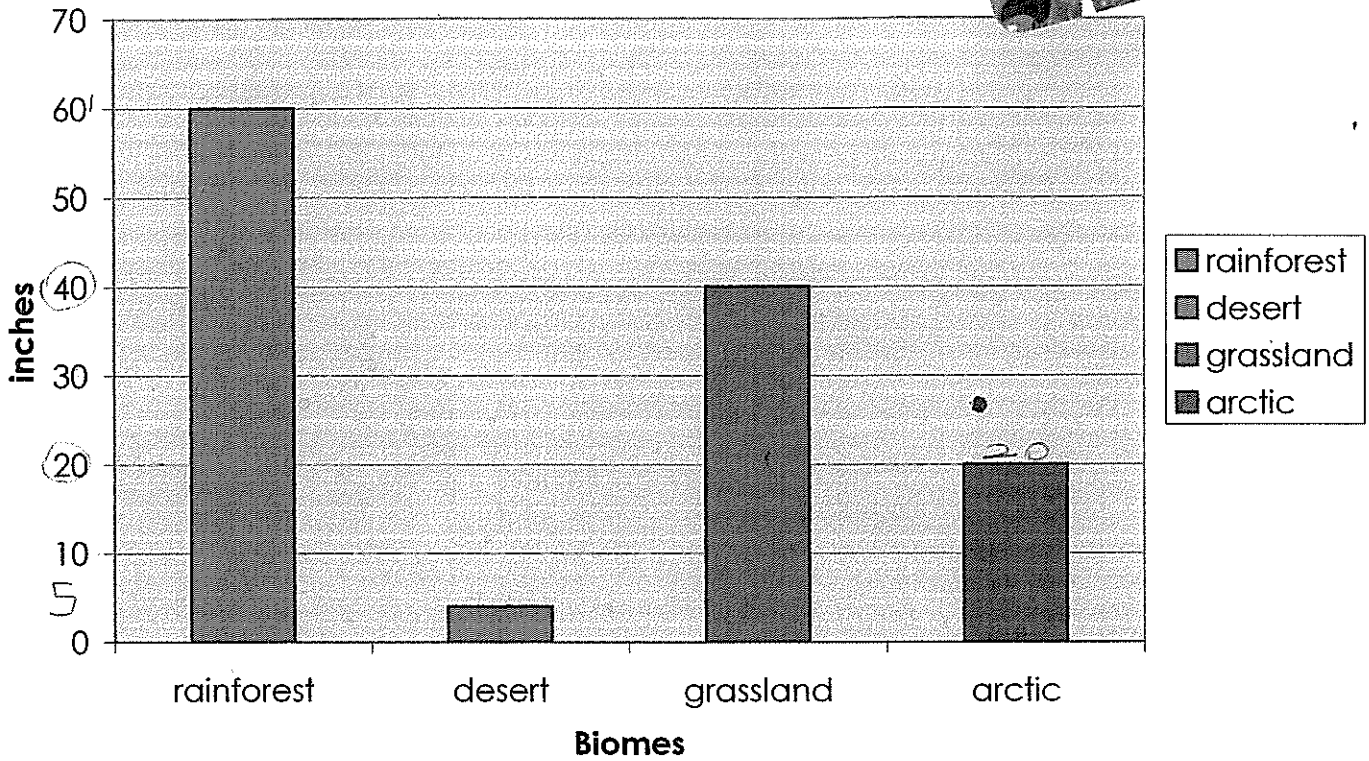
Date

11/22/08

Time

+4/5 w/pt
+5/5 w/fall
OT
Support

Rainfall in the World Last Year



1. What place had the most rainfall?

rainforest

2. What place had the least rainfall?

desert

3. How many inches of rain did the desert get?

5

4. How many inches did the rainforest get?

60

5. How much more did the grassland get than the arctic?

20

SELF-DETERMINATION SHEET

Science required graphs

Data Collection Period: 1 2 3

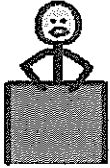
Work Sample: 1 2

Activity: Biome Graph

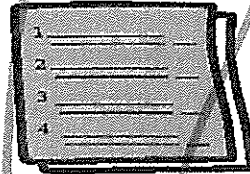
Name NICK

Date 1/22

How will I practice graphing?



create and present

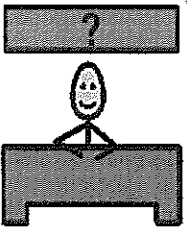


worksheet

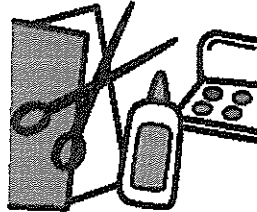


book

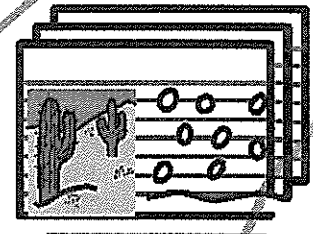
What do I need to practice graphing?



information



supplies



biome cards

How did I do today?



Great!

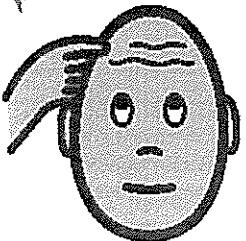


ok



I can do better

Next time I can graph better by: tell time better by



thinking longer



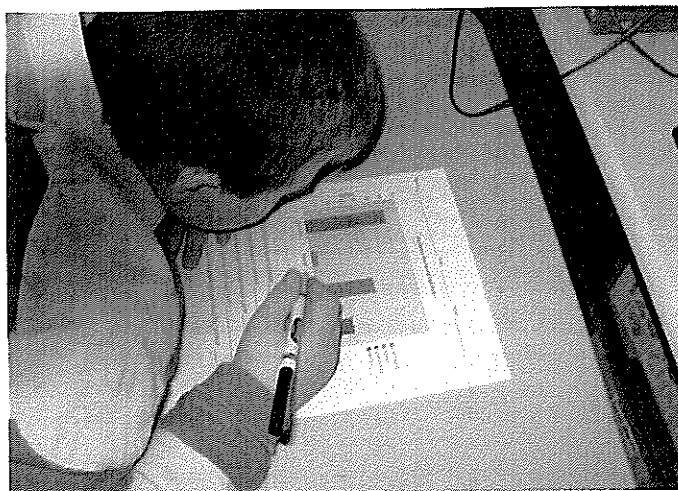
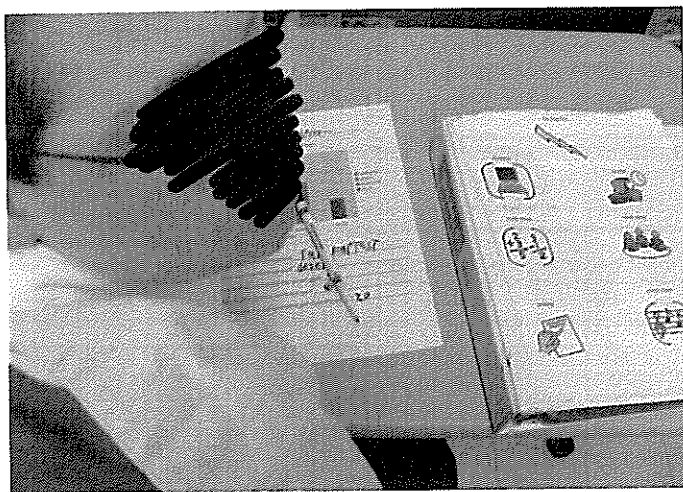
look at the graph better



work slowly

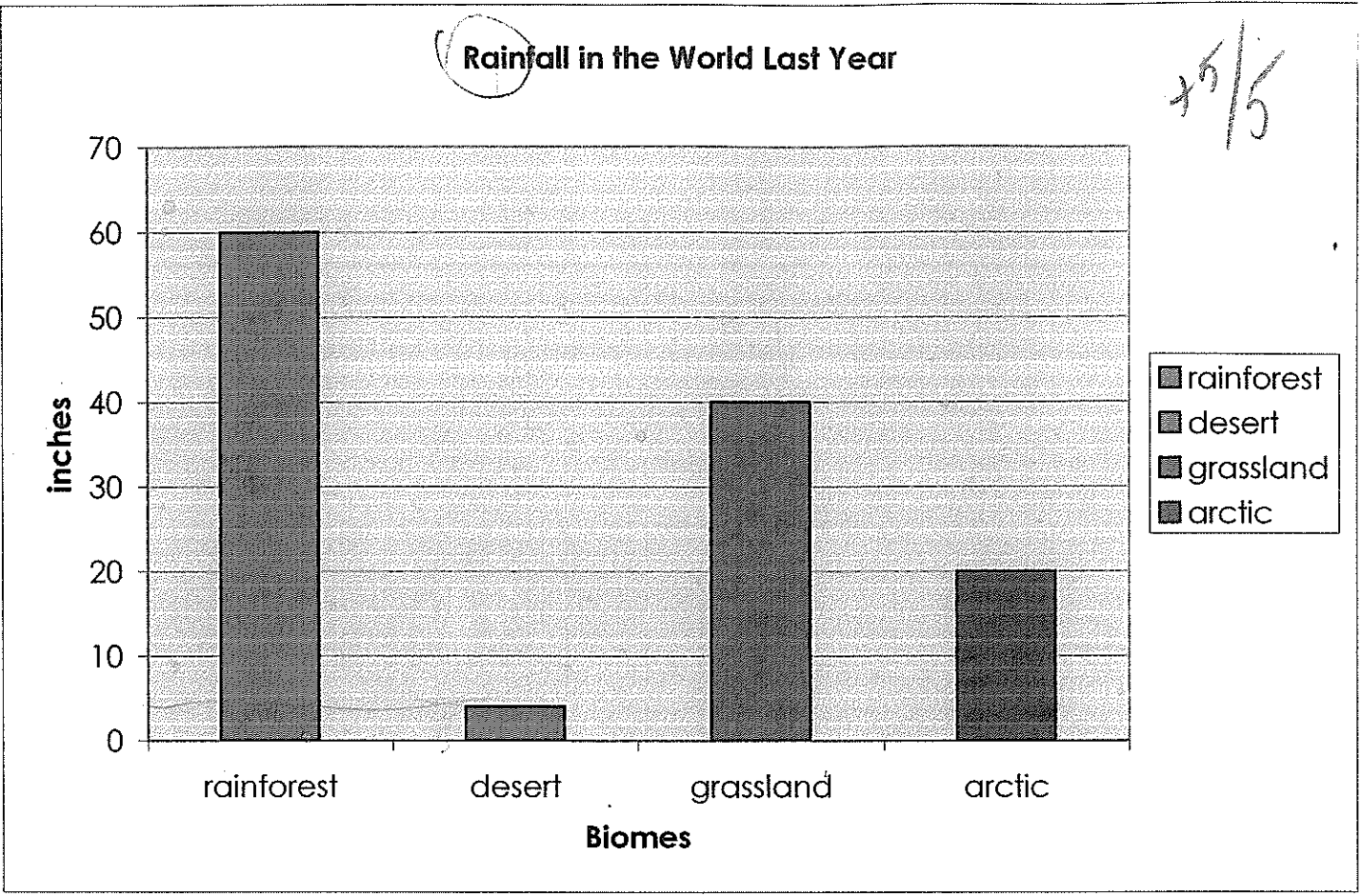
The student read each Self-Determination sheet with support and circled choices independently.

WORK SAMPLE # 2

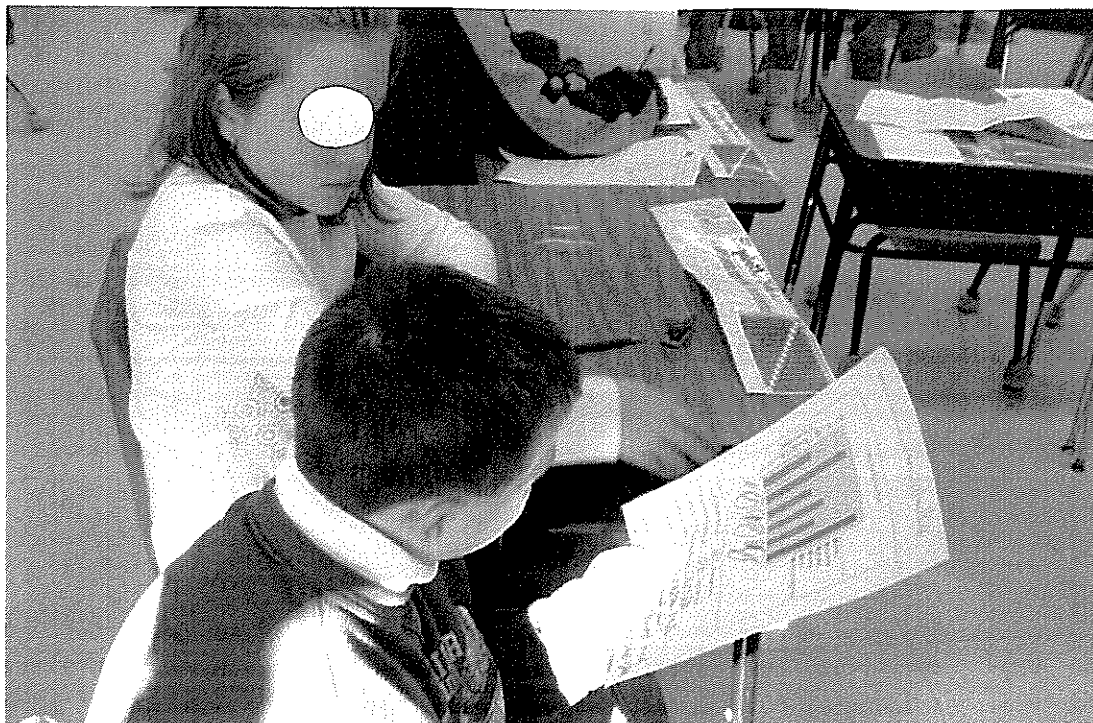


Student Work Sample Label	
<i>Attach to Work Sample</i>	
Student Name: Nicholas [REDACTED]	Date: 1/30/2008
Content Area: Science 1	
Work Sample: 2	
Data Collection Period: II	Setting: General Education: Math (using Science Content)
Activity Description: Nicholas chose to practice his science graphing goal during math class. He read the parts of the graph and answered the 5 questions to interpret the graph on precipitation.	
Student's Performance Relative to the Targeted Skill: Nicholas was 100% accurate in answering +5/5 questions.	
Supports: Regular classroom teacher created graph, 1:1 aide to help with reading accuracy.	

Name NICHOLAS Date 1/30/08 Time 9:30



1. What place had the most rainfall? rainforest
2. What place had the least rainfall? desert
3. How many inches of rain did the desert get? 5
4. How many inches did the rainforest get? 60
5. How much more did the grassland get than the arctic? 20

WORK SAMPLE # 1**Student Work Sample Label***Attach to Work Sample***Student Name:** Nicholas [REDACTED]**Date:** 2/21/2008**Content Area:** Science 1**Work Sample:** 1**Data Collection
Period:**

III

Setting: General Education: Math**Activity Description:**

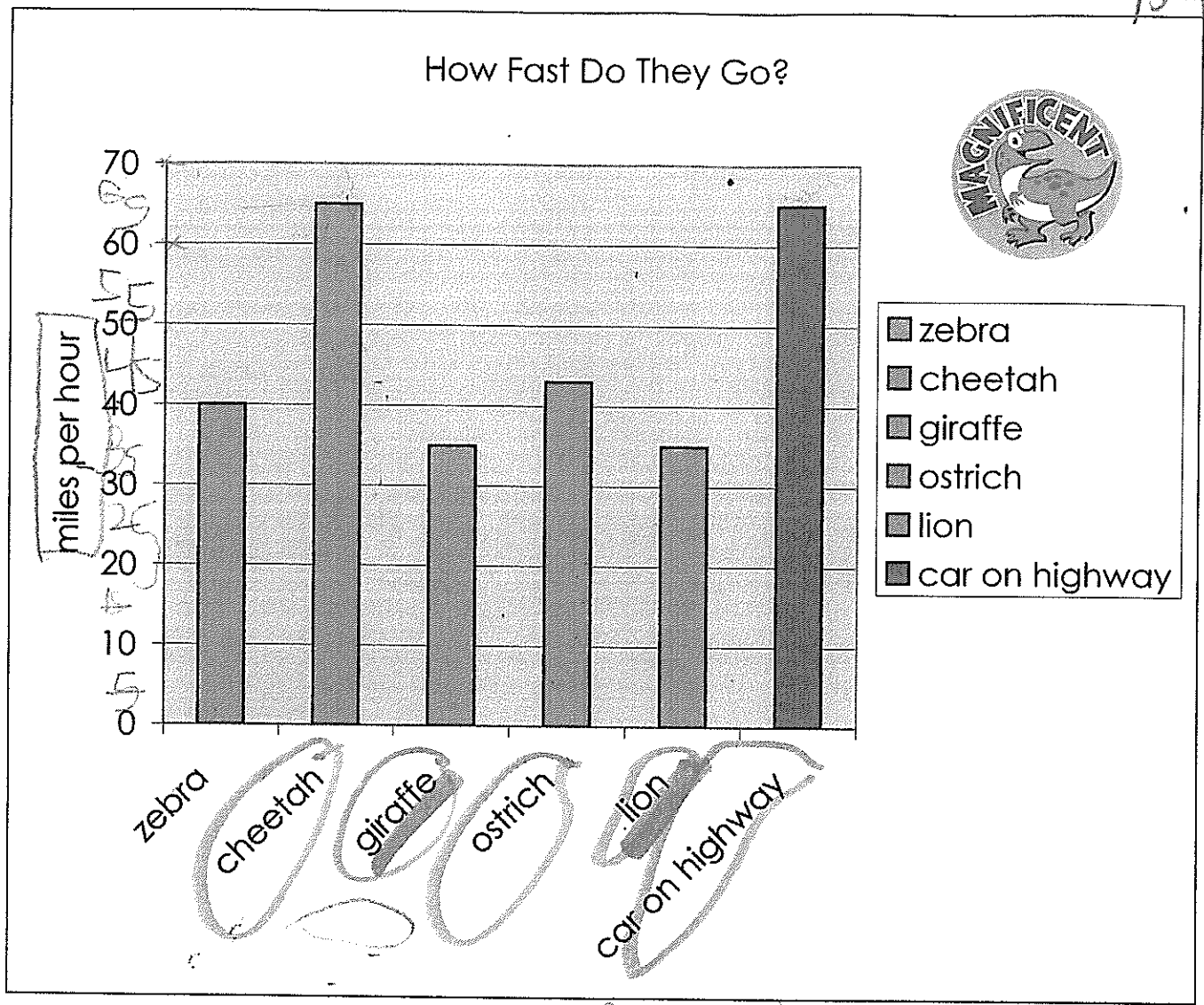
The 4th grade math class took a test at their desks. The regular classroom teacher gave Nicholas a "test" on interpreting the graph he had been working on. Nicholas needed the regular classroom teacher to support the reason on #5. All typical peers modeled quiet work at their seats. Nicholas checked over his answers with typical peer.

Student's Performance Relative to the Targeted Skill:

60% accuracy independently completing +3/5 answers correctly, 100% accuracy completing +5/5 answers with support.

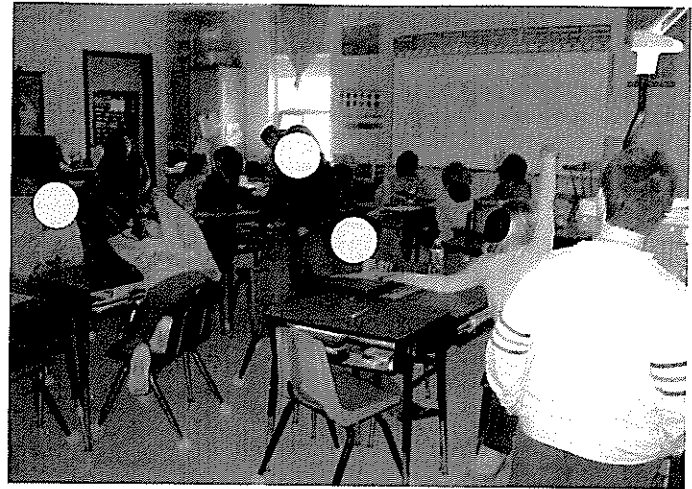
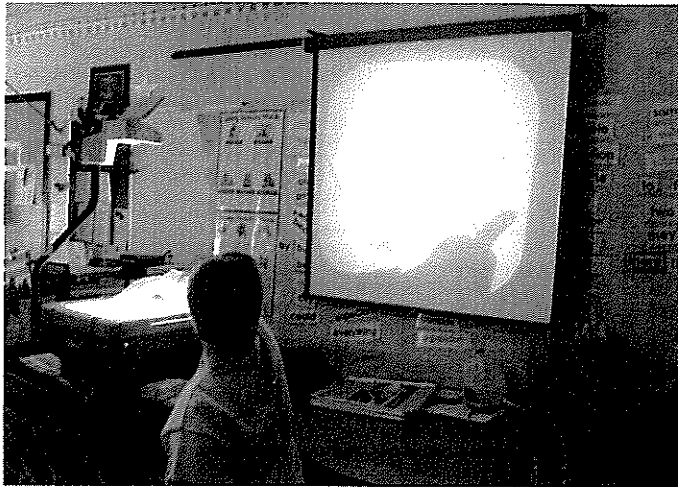
Supports:

Regular classroom teacher created graph, regular classroom teacher support, preferred font and size of text, thin marker for writing control, quiet area.



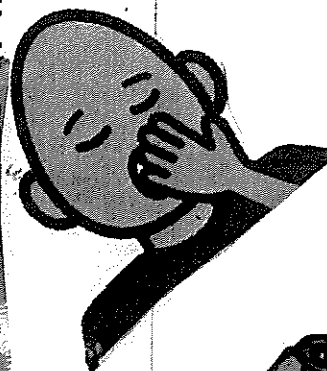
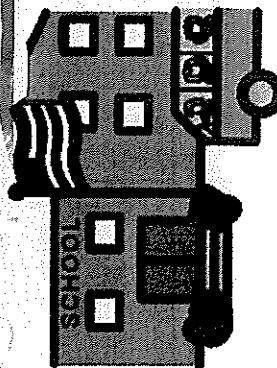
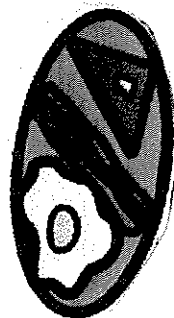
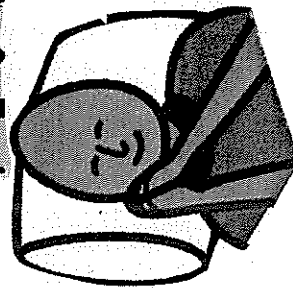
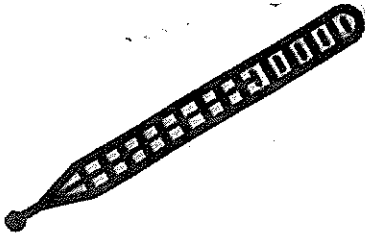
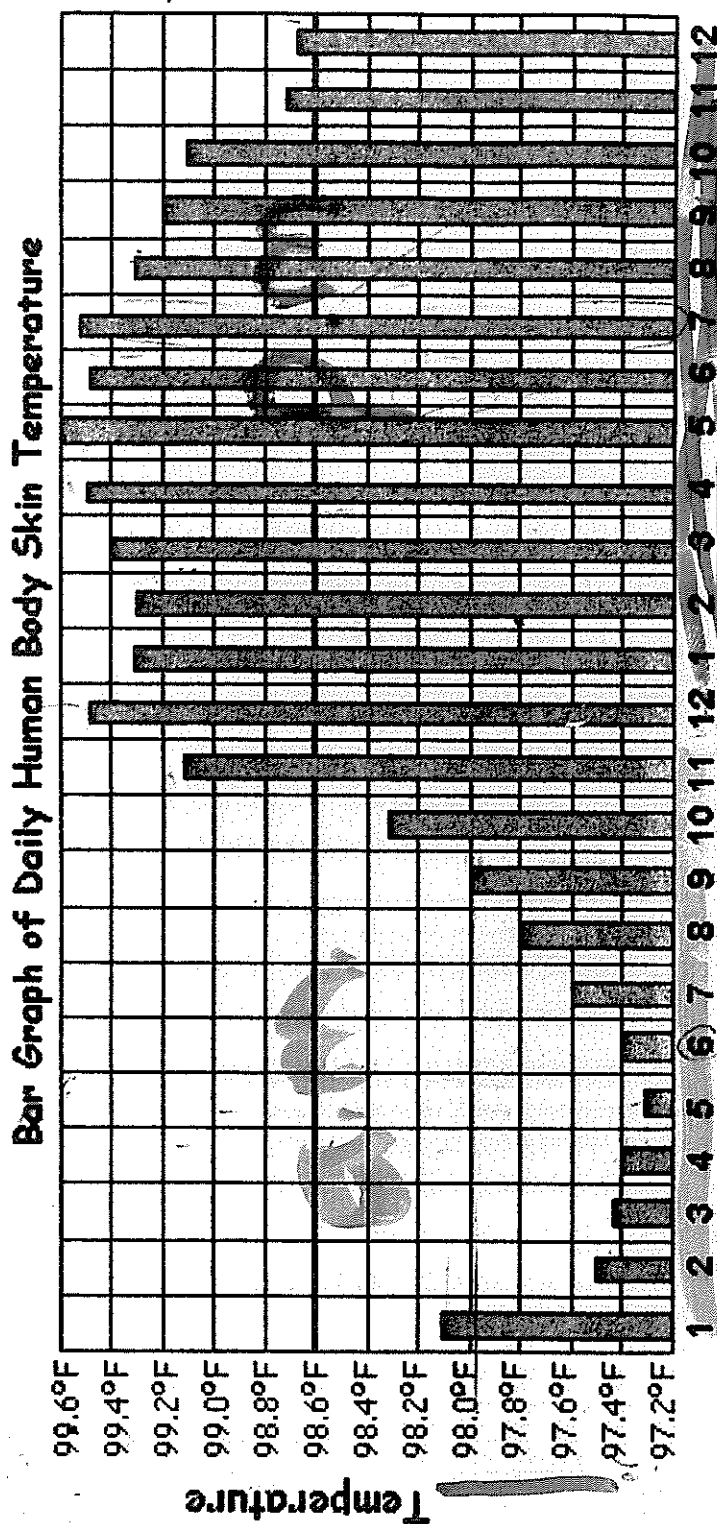
- How fast does a zebra run? 40 miles per hour.
 - How fast does a cheetah run? 65 miles per hour.
 - Who runs as fast as a car on the highway? Cheetah
 - What 2 animals run the slowest? giraffe and lion
 - Can **you** run faster or slower than the lion? (circle) faster slower
 - Why do you think so? The lion goes slower and Nicholas goes faster.
- *dictated - [signature]

WORK SAMPLE # 2



Student Work Sample Label	
Attach to Work Sample	
Student Name: Nicholas [REDACTED]	Date: 4/8/2008
Content Area: Science 1	
Work Sample: 2	
Data Collection Period: III	Setting: General Education: Health
Activity Description: Nicholas has Health class with his typical peers 1x per week with the Health/PE teacher. The teacher introduced Nicholas to the class for him to present a graph on changing body temperature. Nicholas displayed graph on overhead. Typical peers had copies of 7 questions to ask Nicholas so he could interpret the graph. Nicholas called on students and answered each question.	
Student's Performance Relative to the Targeted Skill: Nicholas demonstrated 86% (+6/7 independently) and 100% (+7/7 with verbal prompts).	
Supports: Enlarged graph, modified questions in preferred font, picture cues for time of day, pre-teaching and practicing before presenting.	

Fahrenheit Bar Graph Questions #2 Worksheet Answers



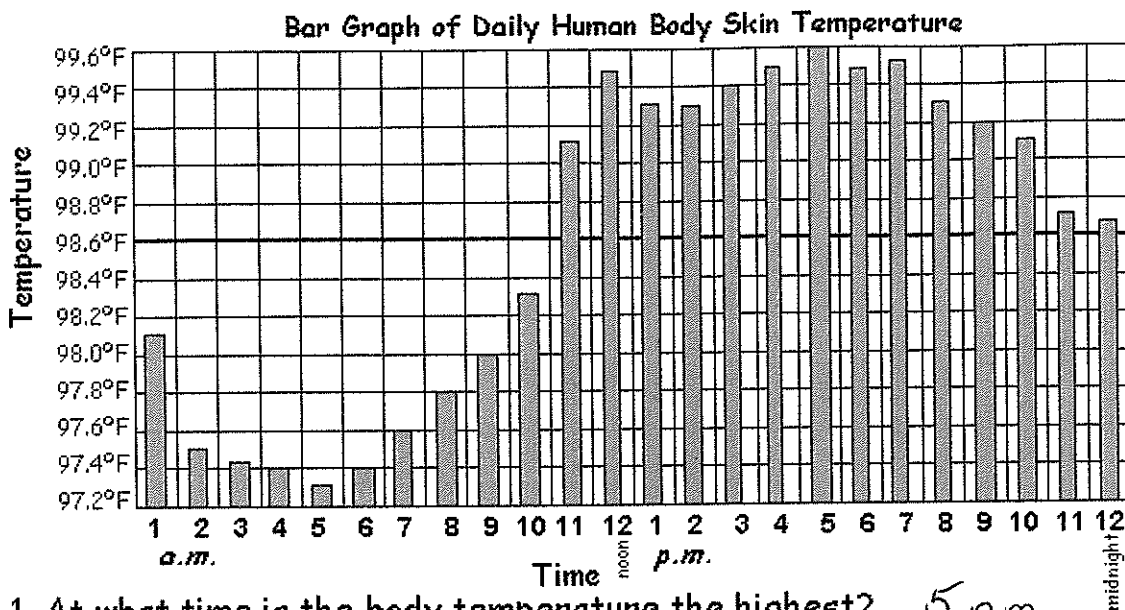
4/8/08
Health class

EnchantedLearning.com

Fahrenheit Bar Graph Questions

NAME: _____

#2



+6/7 indep.
+7/7 with verbal prompt

- At what time is the body temperature the highest? 5 p.m.
- At what time is it the lowest? 5 a.m.
- Is the body warmer at noon or midnight? noon
- Is the body warmer at 4 a.m. or 4 p.m.? 4 p.m.
- Is the body cooler at 7 a.m. or 7 p.m.? 7 a.m.
- At what time is the temperature 98.0°F? 9 a.m.
- At what time is the temperature 97.4°F? 3-4 a.m. ^{correct}
- At what time is the temperature 99.2°F? _____
- At 6 a.m., the body is _____° colder than it is at 7 a.m.
- At 9 p.m., the body is _____° warmer than it is at 9 a.m.

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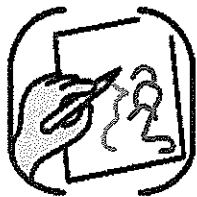
one on one aide recorded answers dictated by student

Name NICHOLAS

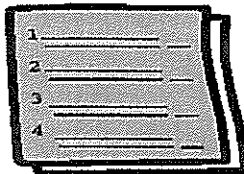
Date 4/8/08

How will I practice graphing?

*Nicholas was not sure.



create and present

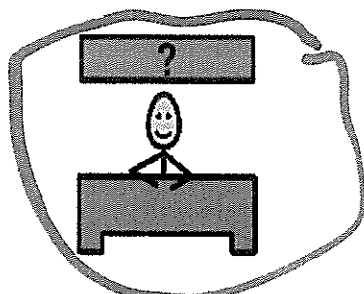


worksheet

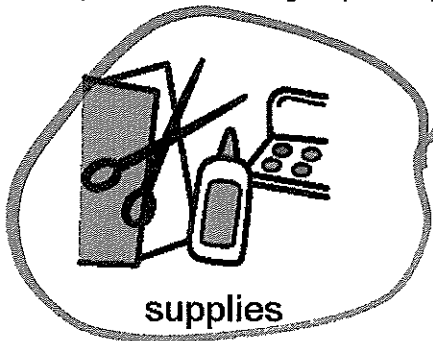


book

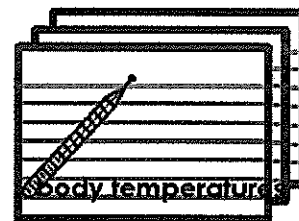
What do I need to practice graphing?



information



supplies



How did I do today?



Great!

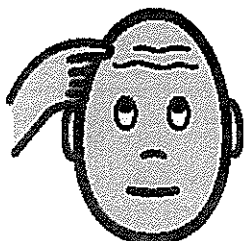


ok



I can do better

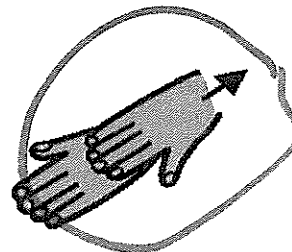
Next time I can graph better by:



thinking longer



look at the graph better



work slowly

Entry Cover Sheet #2
Science Choice
(Grades 4, 8 and 11)

Student Name: Nicholas [REDACTED] **SASID #** [REDACTED] **SAU #** [REDACTED] **Grade:** 4

Content Standard:

Content Standard 3: Students will demonstrate his or her understanding of the meaning of stability and change, and will be able to identify and explain change in terms of cause and effect.

Student Performance and Progress: ONE Measurable Targeted Skill:

Nicholas will place pictures in a scientific cycle with 75% accuracy.

Explain how the targeted skill is connected to the Content Standard:

The goal of placing pictures in a scientific cycle is connected because it will demonstrate the student's competence in understanding the meaning and sequence of change and be able to explain the change in the cycle.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period. Pg. 140

Collection period I - September 17 - November 16, 2007

Two Student Work Samples Pgs. 141, 144
One Self-Determination Worksheet connected to one of the Work Samples Pg. 143

Collection Period II - November 19, 2007 - February 1, 2008

Two Student Work Samples Pgs. 146, 148
One Self-Determination Worksheet connected to one of the Work Samples Pg. 150

Collection Period III - February 4 - April 18, 2008

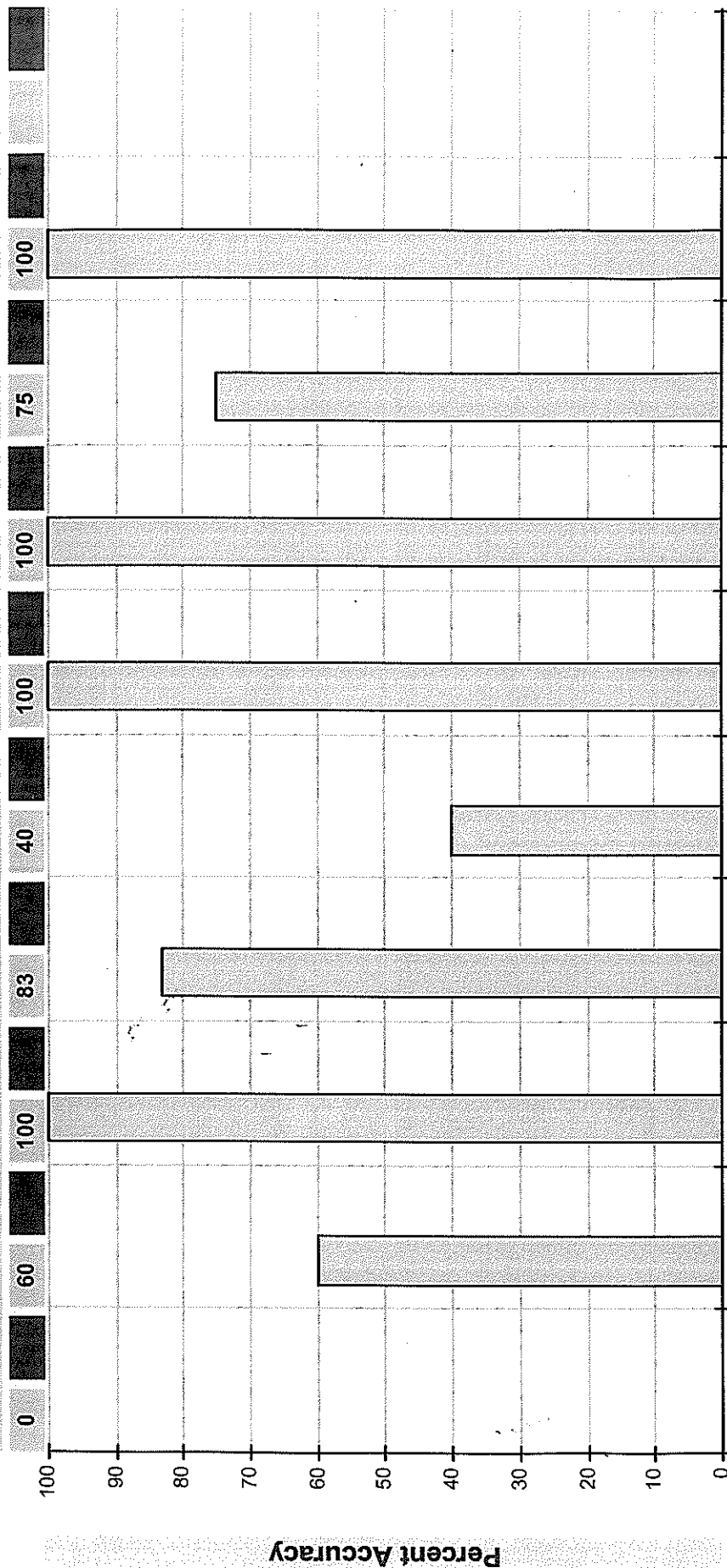
Two Student Work Samples Pgs. 151, 154
One Self-Determination Worksheet connected to one of the Work Samples Pg. 153

The following information must be recorded directly on each piece of evidence:

- * Student's name and date of activity
- * Accuracy of performance
- * Cues, prompts or other assistance required by the student to complete the task
- * Setting in which the activity occurred
- * People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

Science Choice: Identifying Parts of a Cycle With 75% Accuracy



Date	Brief Description of Data
10/10/2007	Nicholas used cards to show the Life Cycle of an Apple
10/26/2007	Nicholas used cards to show the parts of the Water Cycle.
11/14/2007	Nicholas used cards to show the cycle of the seasons.
12/12/2007	Nicholas used picture cards to show the life cycle of a pumpkin.
1/10/2008	Nicholas used picture cards to show the life cycle of a ladybug.
1/30/2008	Nicholas used picture cards to show the life cycle of a butterfly.
2/8/2008	Nicholas used picture cards to show the cycle of a tadpole.
3/6/2008	Nicholas used picture cards to show the cycle of an electrical circuit.
4/15/2008	Nicholas used picture cards to show the cycle of an electrical circuit.

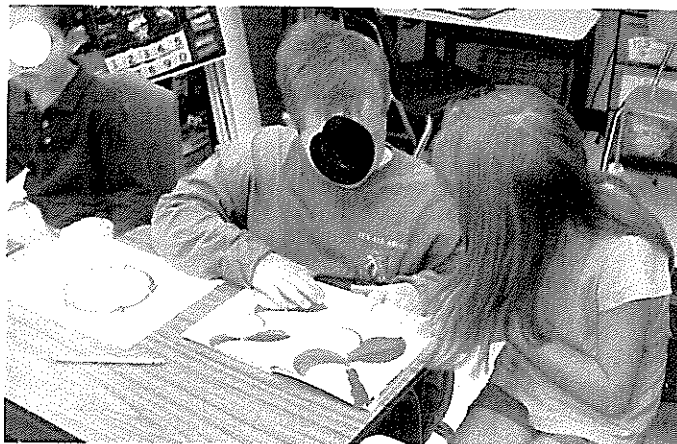
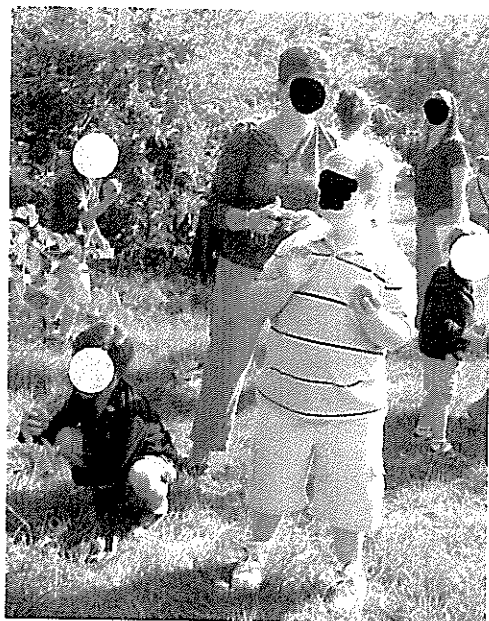
Comments: Using picture cards from the Science content he was learning, Nicholas placed them in order on a cycle template. All data points were collected in this manner, with the content and # of cards varying with the topic.

Key

percent accuracy

NH Alternate Assessment 2007-2008

WORK SAMPLE # 1

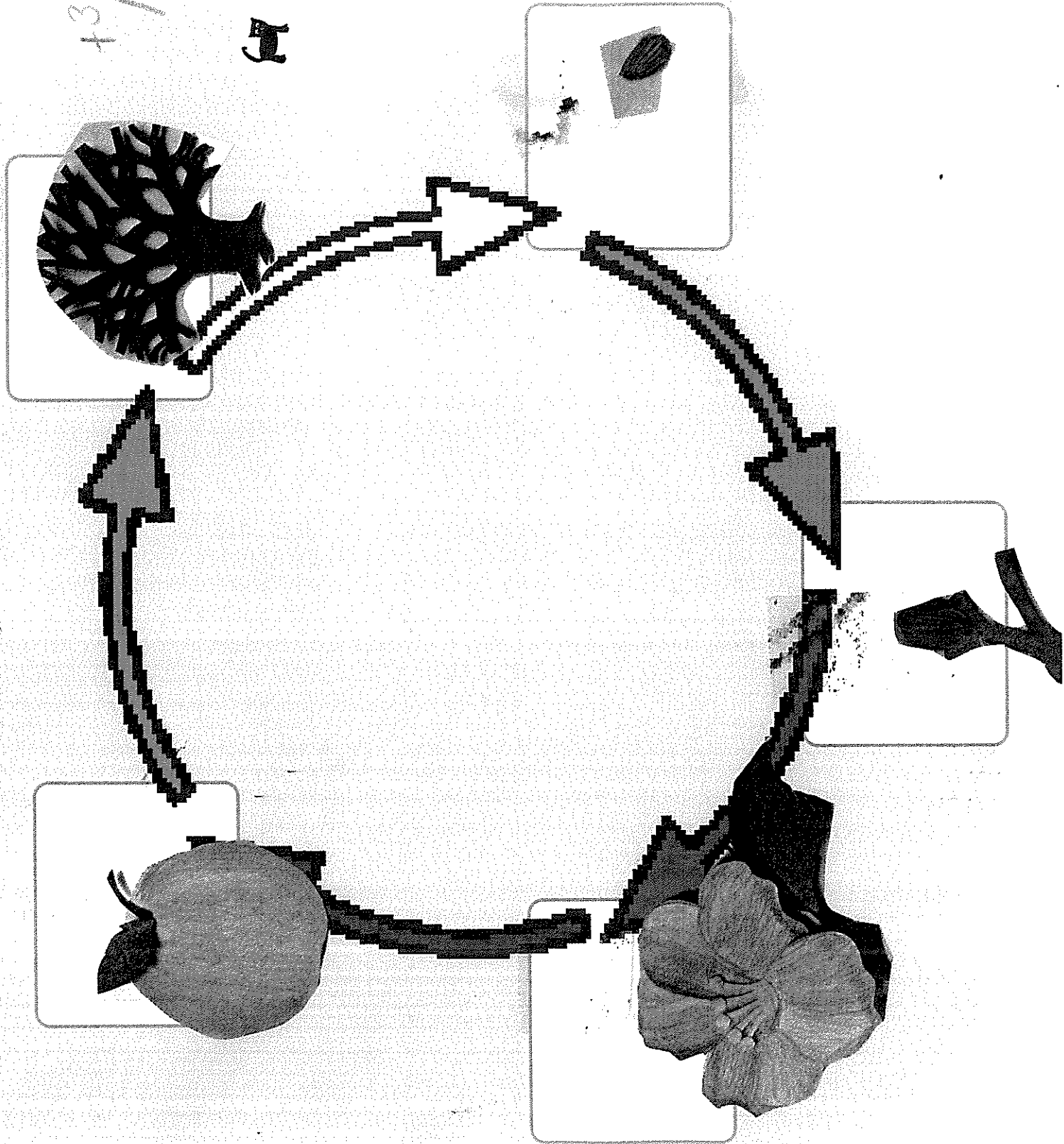


Student Work Sample Label	
<i>Attach to Work Sample</i>	
Student Name: Nicholas [REDACTED]	Date: 10/11/2007
Content Area: Science 2	
Work Sample: 1	
Data Collection Period: I	Setting: General Education: Science & Social Studies
Activity Description: The regular education teacher and the whole class experienced a field trip to an apple orchard. To represent understanding, Nicholas worked with a typical peer using a book about apples to create a life cycle of an apple page. Nicholas and the typical peer used the apple book to check answers.	
Student's Performance Relative to the Targeted Skill: Nicholas sequenced +3/5 pictures correctly showing 60% accuracy in creating the life cycle of an apple.	
Supports: 1:1 support, regular teacher modified worksheet, typical peer to assist with sequencing.	

Name: Nicholas Date: 10/11/07

Apple

cycle



SELF-DETERMINATION SHEET

Science required cycles

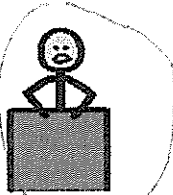
choice
Data Collection Period: 1 2 3

Activity: Apple Life Cycle

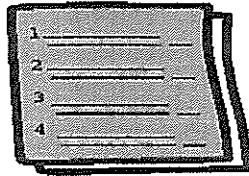
Work Sample: 1 2

Name Nicholas Date 10/11/07

How will I practice Cycles?



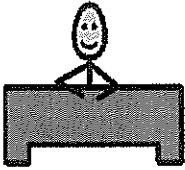
create and present



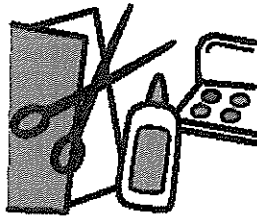
worksheet

other

What do I need to practice Cycles?

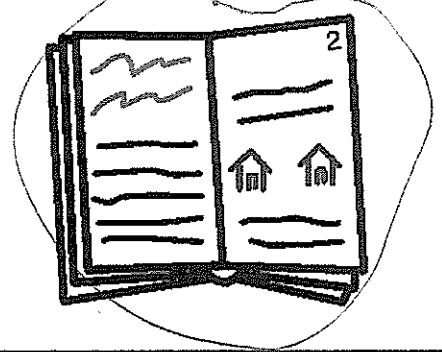


information

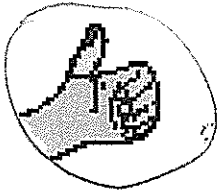


supplies

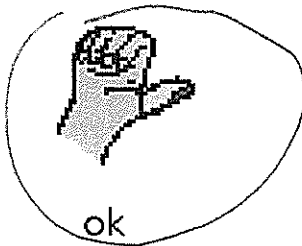
story book



How did I do today?



Great!

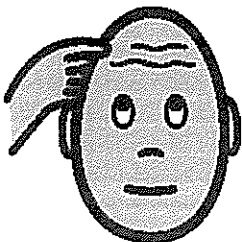


ok

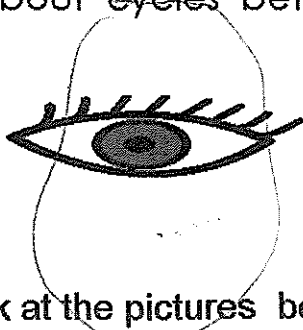


I can do better

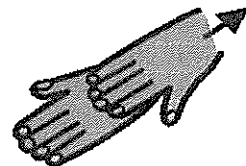
Next time I can learn about cycles better by:



thinking longer



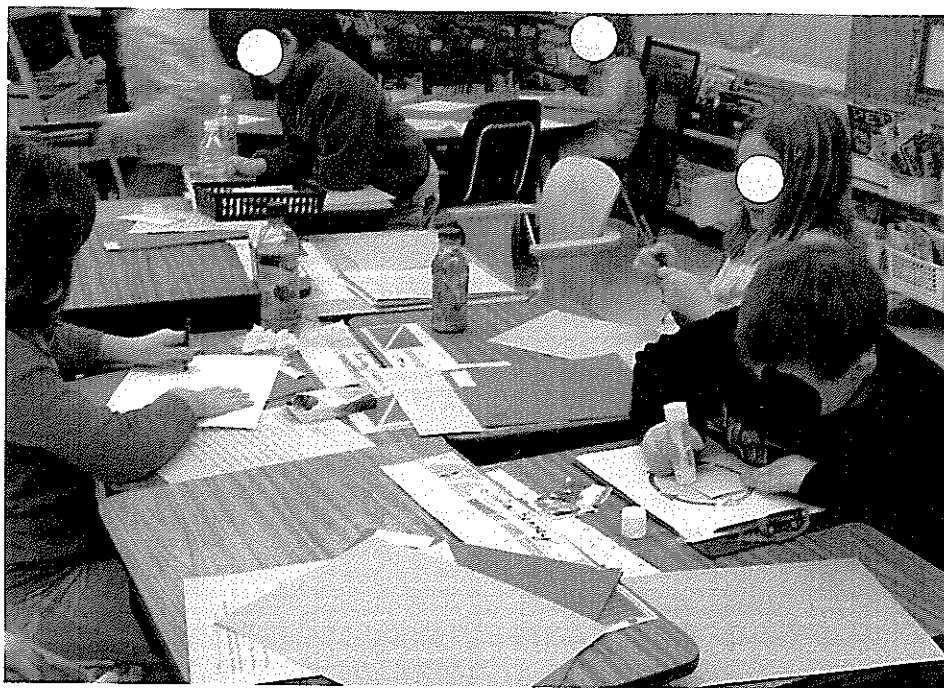
look at the pictures better



work slowly

The student read each Self-Determination sheet with support and circled choices independently.

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Nicholas [REDACTED]

Date: 10/26/2007

Content Area: Science 2

Work Sample: 2

**Data Collection
Period:**

I

Setting: General Education: Science

Activity Description:

The regular classroom teacher instructed the class on the water cycle. Students worked in small groups to create a sequencing water cycle picture. Nicholas and the typical peer worked together on the water cycle at their seats.

Student's Performance Relative to the Targeted Skill:

Nicholas received a score of 100% accuracy in sequencing +5/5 pictures correctly in a cycle template.

Supports:

1:1 aide, regular classroom teacher instruction, typical peers modeled work in small groups.

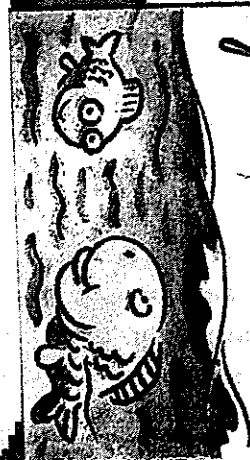
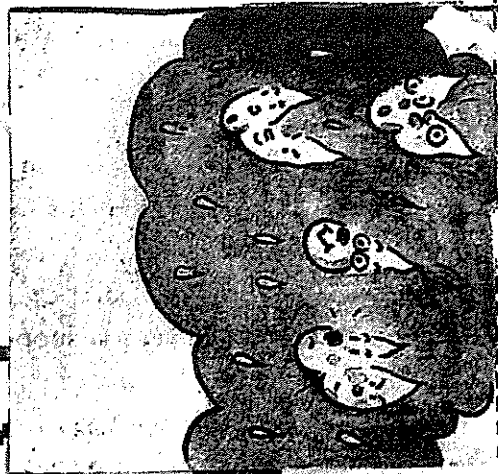
+ 5/5

100%

me

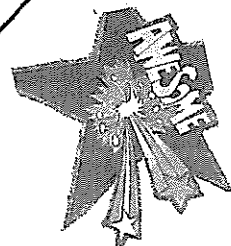
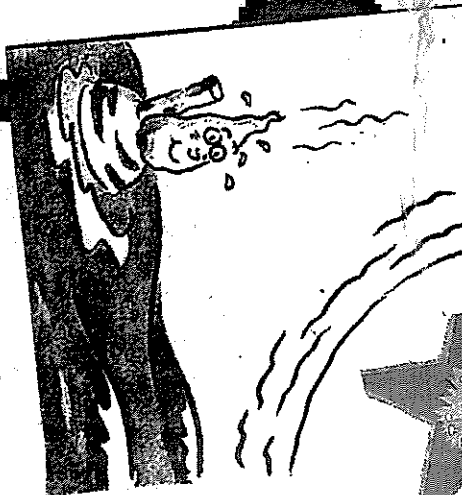
Nichols

Date
10/26/17



Water

Water



WORK SAMPLE # 1



Student Work Sample Label

Attach to Work Sample

Student Name: Nicholas [REDACTED]

Date: 1/10/2008

Content Area: Science 2

Work Sample: 1

**Data Collection
Period:**

II

Setting: General Education: Reading (Science Content)

Activity Description:

Nicholas worked in a Guided Reading group with the regular classroom teacher and 3 typical peers during Reading time. Each student had a short book on life cycles of various animals. Nicholas read the book Grub to Ladybug to a typical peer and then showed his group the 5 life cycle steps using pictures.

Student's Performance Relative to the Targeted Skill:

20% accuracy in independently showing +1/5 life cycle steps, 100% with support in accuracy showing +5/5 life cycle steps.

Supports:

Regular classroom teacher cueing, typical peer cueing with picture cards, small group modified text, regular classroom teacher created life cycle.

Data Collection Science 2

Work Sample: 1

Data Collection Period: II

Grub to Ladybug
Life Cycle

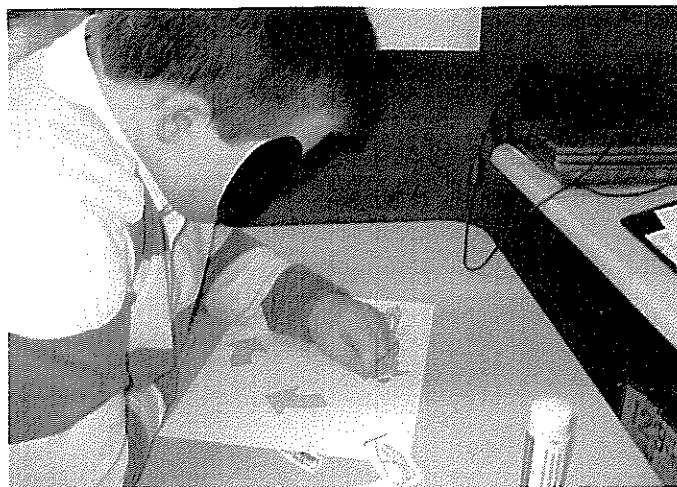
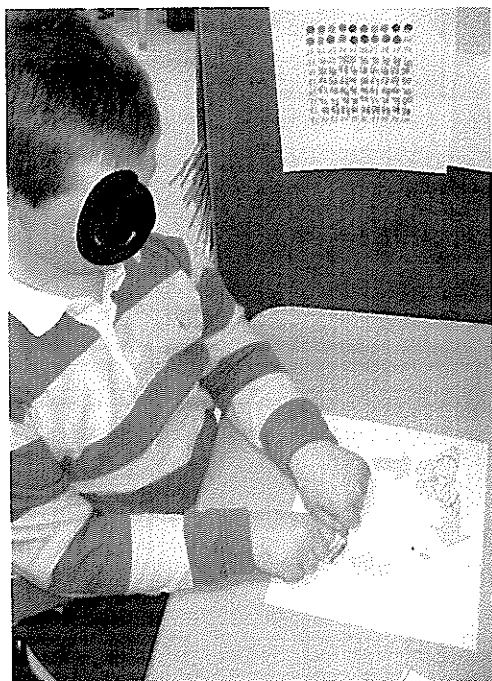
Science Reading Group
1/10/08

Of 5 cards, Nicholas placed the
first one correctly on the table for
his peers, but mixed up the last 4.

+1/5

2025

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Nicholas [REDACTED]

Date: 1/30/2008

Content Area: Science 2

Work Sample: 2

**Data Collection
Period:**

II

Setting: General Education: Science

Activity Description:

Nicholas practiced reading about the life cycle of a caterpillar to a butterfly. Using 4 pictures, Nicholas showed the life cycle by placing them on a cycle template.

Student's Performance Relative to the Targeted Skill:

100% accuracy in showing +4/4 life cycle steps correctly.

Supports:

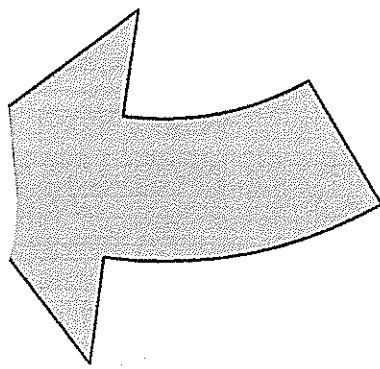
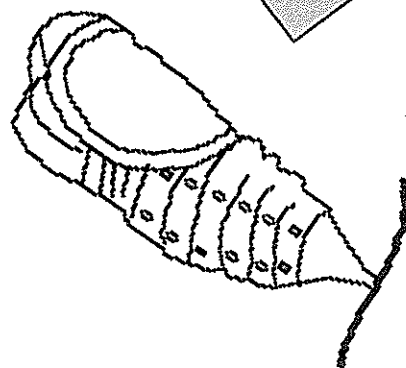
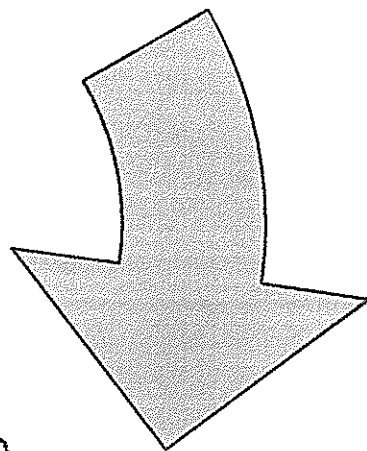
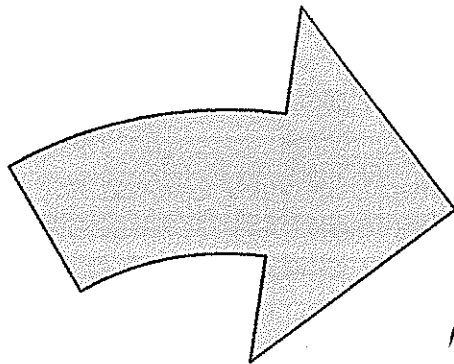
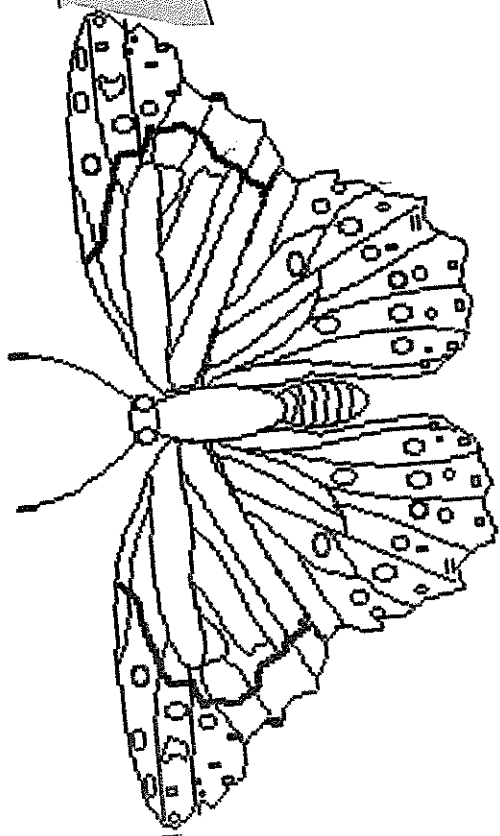
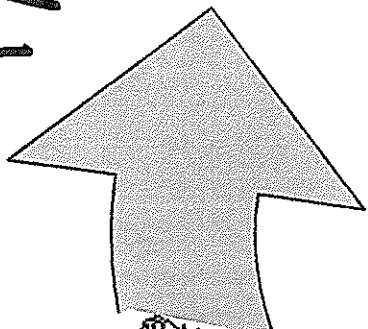
Modified text and pictures, quiet area, 1:1 aide to cue activity, regular classroom teacher created life cycle template form.

nicholas

1/30

9:30

+4/4



SELF-DETERMINATION SHEET

Science required cycles

Choice

Data Collection Period: 1 2 3

Work Sample: 1 2

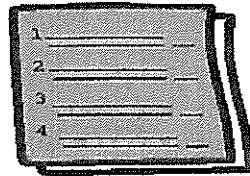
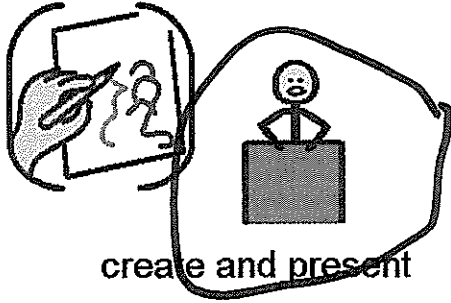
Activity: Butterfly

1/30/08

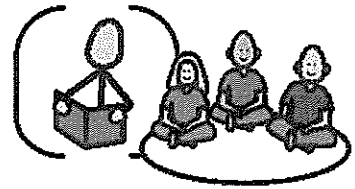
Name NICHOLAS

Date 1/3/08

How will I practice Cycles?

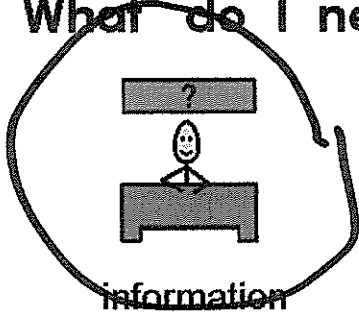


worksheet



read and tell

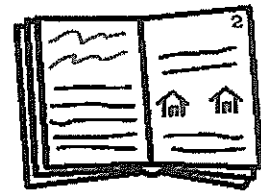
What do I need to practice Cycles



information

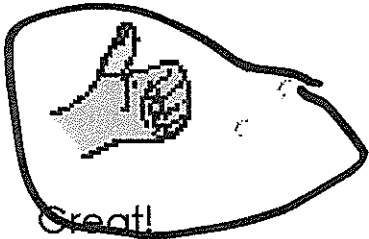


supplies



story book

How did I do today?



Great!

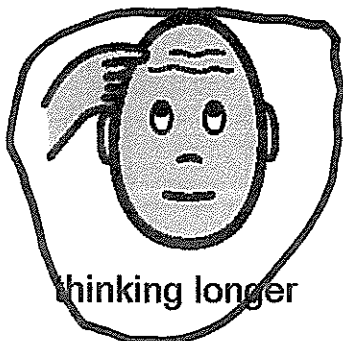


ok



I can do better

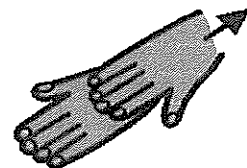
Next time I can learn about cycles better by:



thinking longer



look at the pictures better



work slowly

The student read each Self-Determination sheet with support and circled choices independently.

WORK SAMPLE # 1



Student Work Sample Label

Attach to Work Sample

Student Name: Nicholas [REDACTED]

Date: 3/5/2008

Content Area: Science 2

Work Sample: 1

**Data Collection
Period:**

III

Setting: General Education: Science

Activity Description:

The regular classroom teacher taught the class about the closed and open circuits. After the class acted it out, they worked in groups to create a circuit. Nicholas and his group of 2 typical peers, experimented with 2 wires, a bulb and a battery. With the regular classroom teacher guidance, they formed a circuit. Nicholas was asked to create the circuit individually to check for understanding.

Student's Performance Relative to the Targeted Skill:

50% accuracy in completing 2 of 4 items correctly placed in cycle: wire-bulb-wire-battery.

Supports:

Small group with 2 typical peers, regular classroom teacher assistance for term recall (wire, bulb, etc.)

Data Collection Science 2

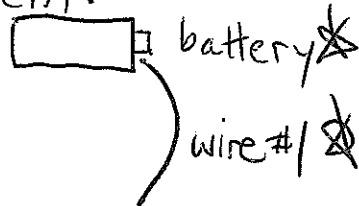
Work Sample: 1

Data Collection Period: III

Circuit w/ Science Group 3/5/08

Cycle of a circuit

Nicholas' placement:



Wire #2 X
bulb X

Student was unsure
where to place these.
502

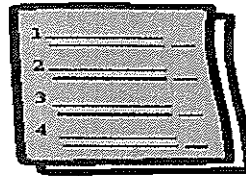
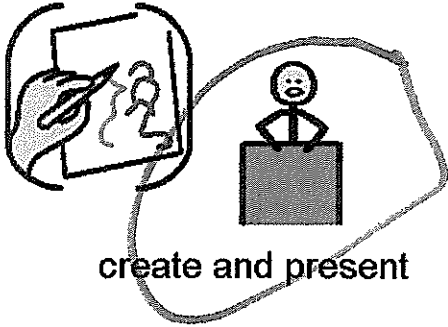
Activity: Electricity

SELF-DETERMINATION SHEET
Science required cycles
Choice
Data Collection Period: 1 2 (3)

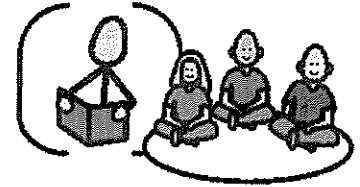
Work Sample: (1 2)

Name NICHOLAS Date 3/5/2007

How will I practice Cycles?

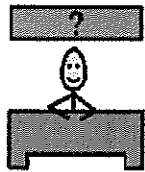


worksheet

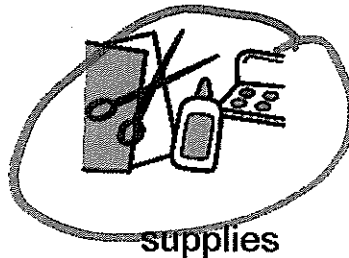


read and tell

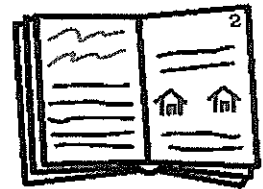
What do I need to practice Cycles



information

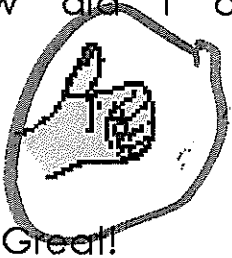


supplies



story book

How did I do today?

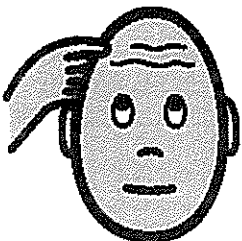


ok



I can do better

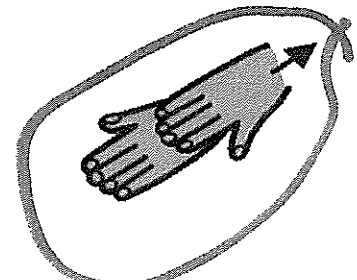
Next time I can learn about cycles better by:



thinking longer



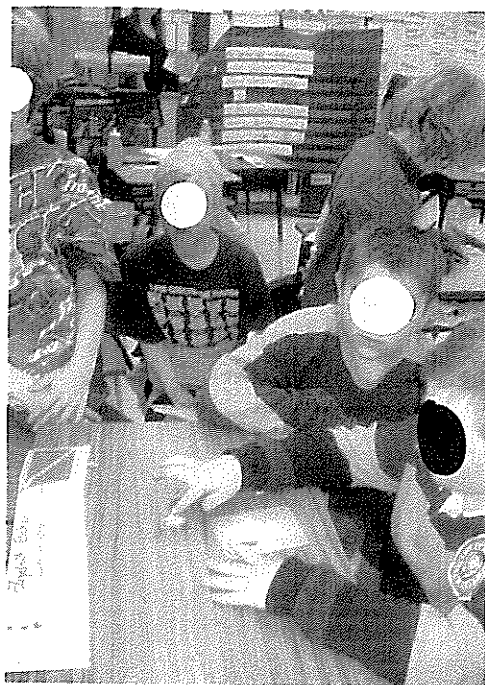
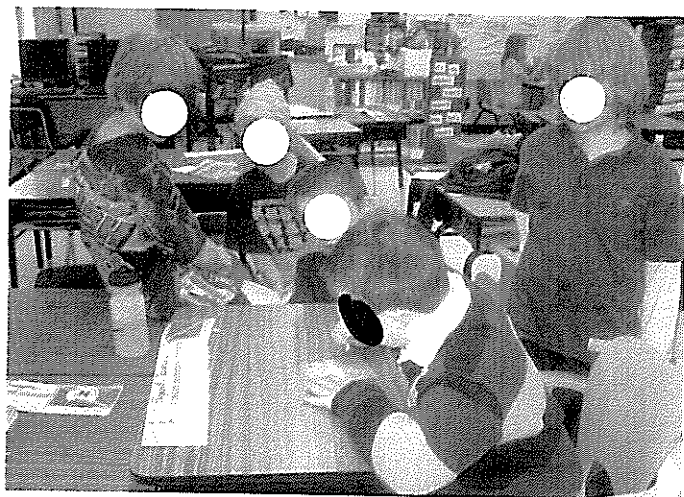
look at the pictures better



work slowly

The student read each Self-Determination sheet with support and circled choices independently.

WORK SAMPLE # 2

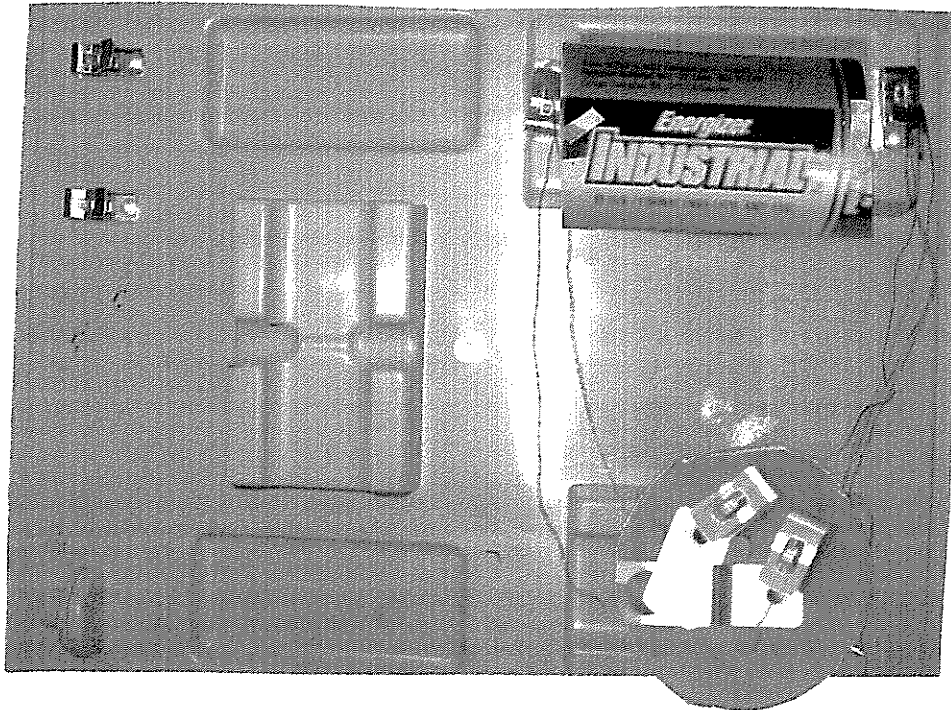


Student Work Sample Label	
<i>Attach to Work Sample</i>	
Student Name: Nicholas [REDACTED]	Date: 4/16/2008
Content Area: Science 2	
Work Sample: 2	
Data Collection Period: III	Setting: General Education: Science
Activity Description: Nicholas used photos with his group for his "test" on the cycle of a circuit. Nicholas placed the battery and bulb photos on the page and drew in the wires. Nicholas independently described the circuit to the group. The regular classroom teacher had Nicholas retell her the circuit to check for accuracy.	
Student's Performance Relative to the Targeted Skill: 100% accuracy in placing +4/4 pictures in cycle.	
Supports: Photos of circuit, small group, regular classroom teacher check-in, typical peer to share activity with.	

Data Collection Science 2
Work Sample: 2
Data Collection Period: III

Nicholas

4/16/08



Placing bulb + battery ✕ ✕
Drawing in wires ✕ ✕

4/4 100%

The End

